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ABSTRACT

"Title IX Line" is a periodic publication of The Center for Sex Equity in Schools, a desegregation assistance center funded by the U.S. Department of Education pursuant to Title IV of the 1964 Civil Rights Act. Each issue is devoted to a separate topic. This compilation of 9 sequential issues treats the follwoing themes: (1) vocational issues; (2) women in administration; (3) comparative analysis of sex equity in the U.S. and Great Britain; (4) sexual harassment; (5) American women and work; (6) sex equity as a public policy issue; (7) women and sports; (8) comparable worth; and (9) women in literature: historical images of work. (RM/FAC)

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TITLE IX LINE

Volume III, No. 1, Winter 1983 through Volume IV, No. 2, Spring/Summer 1985

Center for Sex Equity in Schools
University of Michigan
School of Education

SO 016 177

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Title IX Line

The University of Michigan
School of Education
Ann Arbor

Center for Sex Equity in Schools

Vol. III, No. 1, Winter 1983

FROM THE DESK OF THE DIRECTOR

Charles D. Moody, Sr.

I am pleased that this issue of Title IX Line is directed to **vocational issues.** Vocation is defined in the New World Dictionary as any trade, profession, or occupation. Vocational is defined as designating or of education, training, etc. intended to prepare one for an occupation, *sometimes* specifically in a trade. The concept of vocational education has come to be viewed by many as only preparing people for a trade, but even of more concern to me is that it is ascribed to persons who are perceived as not having what it takes to make it in the *regular* or college prep sequences.

In early school desegregation cases community perception was a basis on which social identifiability was concluded. The argument for this being that resources were allocated on the perceptions that decisionmakers had of the worth of certain schools or programs for certain students. Following that line of reasoning one would have to ask, is vocational education getting its fair share of the resources? Are all the students getting an equal opportunity to explore the various career options? Is there a perpetuation of job ceilings based on race, sex or some caste system? Ogbu's research (Minority Education and Caste, 1978) clearly indicates that job ceilings do still exist in the job market.

Schools play an important role in enhancing or denying the career mobility of their students. Some of the things that schools do in this vein is to formally or informally get the message across that certain classes, activities, and occupations are not open to certain individuals based on things other than interest and ability.

What we are attempting to accomplish through this issue of Title IX Line is to allow our readers an opportunity to see how they might provide an equity-based education for students. An equity-based education is a four dimensional model: (1) Access; (2) Process; (3) Achievement; and (4) Transfer. This issue will treat all four of these dimensions with the ultimate outcome being the preparation of students to be able to transfer their educational experiences into post secondary education and/or jobs that will provide equal pay, power, privilege and prestige. It is also our intent to increase the awareness of the educational decisionmakers to the role they play in this transfer process. We want them to be able to actively participate in the removal of barriers that impede students from reaching their full potential and taking their rightful place in society and the job market.

The **Vocational Spotlight** (p.2) addresses all four of the dimensions of the equity model. The equity and process dimensions are most explicitly outlined. **From the Resource Center** (p.4) addresses the transfer dimension of career choices. The **CSES Informal Checklist** (p.5) allows one to examine the process dimension of how students are treated at school. It also gives the reader the opportunity to examine the accessibility of courses and activities, as well as the rewards given to certain students. The final article on **Research** is devoted to student achievement, particularly some of the conditioning and socialization that influences student achievement and course selection.

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Vocational Spotlight

Nancy Lynn Sharpless is an Industrial Arts Teacher at Clague Intermediate School, Ann Arbor, Michigan

"There aren't any Ms. Sharplesses at any of the other schools," said one ninth grader to another during a conversation about what to expect in the high school vocational courses. The comment reveals that the students are not unaware of their unique experience in learning the skills and secrets of industrial arts from a supportive, enthusiastic young woman, **Nancy Lynn Sharpless.**

Often the students' first introduction to Sharpless and industrial arts comes during orientation for the seventh graders. Sharpless makes her appearance garbed in the pertinent protective clothing such as hard hat, safety glasses, work boots, welding shield, earphones, shop apron, and welding gloves. As she talks she sheds the special attire to illustrate that a normal person can don all the paraphernalia necessary to work in the shop, and subtly shows that the person in the shop can easily be female.

All seventh grade students in the Ann Arbor Public Schools are required to take a year-long course entitled Exploratory Arts. They rotate every twelve weeks among the industrial arts, home economics and art departments to receive training and exposure in areas students often ignore if left to choose their electives independently. The course is designed to help students develop basic skills in these survival-oriented areas. The industrial arts component covers use of hand tools and machines, basic electricity, wood and metal working techniques. The independent and family living component includes nutrition, food preparation, consumer education, sewing techniques, health and safety in the home, and child care. Two- and three-dimensional art materials and methods are the primary focus of the art component, which is a daily subject, as opposed to the weekly activity of grade school. Use of tools, supplies, and various mediums is highlighted, as well as concepts of composition and design.

Because this is the third year of the Exploratory Arts program, there is no problem with negative peer pressure on students within the school. All students expect to participate. The effect of negative peer attitudes on non-traditional students in the high school vocational programs is also expected to decline as students move into advanced programs having already learned that girls can be equally skilled at activities like running a wood lathe or welding, and that they can also enjoy them.

The course also has the effect of helping students understand more about life and their environment. By studying basic wiring, electricity, plumbing, metal and wood working techniques, they become more acquainted with their world. "Even though electricity is covered in science, the kids don't really understand it until it's covered in terms of their lives," says Sharpless. Answers to questions like what is lightning, or how does a toilet work, or what is a pacemaker make students more comfortable with life and may help them to become more aware consumers as well.

Many students return to the industrial arts courses as electives, even though they do not intend to undertake vocational programs in high school. Sharpless believes this is largely because of her department's goal of teaching students lifetime skills. "It's important for all kids to learn to not be afraid of tools. Many of the tools and machines have a lot in common, so once you learn how one works, you're not starting from scratch when you move on to something new." She also stresses the development of hobbies and constructive interests in the students. "Too many kids have lots of time and nothing to do except find trouble." The industrial arts skills offer a lifetime of constructive alternatives. In a university town like Ann Arbor, this is an important realization for students who have expectations of college-based careers in their future. But it also presents important occupational options to students, expanding their consideration of the careers available.

To encourage successful nontraditional participation in the vocational programs, Sharpless says that the instructors must first want those students in their programs. In many cases, that means a change in teacher attitudes must precede major enrollment changes. This may be slow without outside pressure for, as Sharpless explains, most shop teachers were brought up in the "old style."

School boards and administrators must back the concept of nontraditional students and support programs that encourage and recruit them. Sharpless credits Ann Arbor's top curriculum administrators as major forces behind the Exploratory Arts course because "they sincerely wanted their daughters to learn these skills."

Curriculum change is another important step. A shop class that only makes gun racks and a sewing class that only makes skirts will certainly discourage nontraditional interest. Teaching techniques must be flexible to accommodate increased numbers of students with varying skills.

Sharpless also speaks of simple courtesy arrangements that can be made to make all students more comfortable in the industrial arts shop. As the students are concerned with looking their best at school, they can be made more at ease if allowed to keep old shirts or shoes in the shop to change into. Sharpless also encourages a safe environment, by regularly reminding students not to forget their "designer safety glasses."

Innovative programs like the Exploratory Arts course expand the practical skills of students, and lead to increasing their awareness of career and leisure-time activities. Teachers like Nancy Sharpless guarantee the success of such programs by maintaining an approach and environment that expects each student to do his/her best, and assists them in the process.

-Tasha Lebow

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From the Resource Center

STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION:
An Inservice Training Design
Joyce Kaser, Martha Matthews, Shirley McCune, Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C. (1978) 200 pp, incl. participant's notebook).

This combination of introductory materials, inservice design and participant notebook provides a step-by-step guide for the implementation of a one-day workshop on sex equity for vocational education personnel. The design is suitable for either an introductory or intermediate workshop. It is organized to facilitate the provision of general information on sex equity in vocational education to a large or small group of vocational educators, administrators, instructors, and/or counselors. Seven major content areas include: 1) the social/educational context; 2) the legal context; 3) combating and overcoming sex bias in policies, practices and programs; 6) action planning, and 7) summary and evaluation. The participant's notebook contains worksheets to go along with the substantive areas, plus tips on how to recruit students. Steps Toward Sex Equity... is no longer in print, however a copy is available on loan at the CSES Resource Center.

EXPANDING CAREER OPTIONS:
A Model Sex Equity Program
James Mahrt, Joyce Fouts, Suzanne Lewandowski. Wayne County Intermediate School District (1980) 171 pp.

Expanding Career Options is a collection of student activities adapted or adopted from a number of exemplary projects throughout the states that have focused on the problem of sex bias and sex role stereotyping in careers. Lesson plans are outlined for four weeks with suggestions for many more activities that can be implemented. Activities can be infused into particular subjects and used to create new strategies. The model is primarily designed to provide a structure and stimulate thinking. Teachers are encouraged to use strategies such as brainstorming, the fishbowl, and small group techniques. A bibliography lists resources for helping students expand their options through professional development agencies, guidance and counseling, classroom activities, community/parent activities and awareness. Expanding Career Options may be purchased from the authors for $7.00 (33500 Van Born Road, Wayne, Michigan 48184, 313-326-9300), or borrowed from the CSES Resource Center.

TRY IT, YOU'LL LIKE IT!
Martha Matthews and Shirley McCune.
Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C. (1978) 72 pp.

Try It, You'll Like It! is a collection of thoughts, information, and questions designed to help students think about some new alternatives in sex-fair vocational education.
The message of sex bias and stereotyping is presented effectively (through numerous self-paced and self-explanatory check lists and a mini quiz), and provides a well-balanced (male/female) multi-cultural approach.
It makes clear that it is not designed to tell students what to do, but rather to help them explore interests, consider the role in their lives of paid work outside as well as inside the home, evaluate nontraditional courses as a way to pursue interests, and become familiar with their legal rights to nondiscrimination and equal treatment in schools and employment. Copies may be purchased from the National Foundation's Resource Center for $1.00 per copy; 60¢ for orders of 25 or more.

SELECT...FROM ALL YOUR OPTIONS
(Shirley B. Cathie, 1979) is of similar format and offers a guide for parents and teachers as well as students. The series may be purchased individually for $2.50 each from the Northeast Network for Curriculum Coordination, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903, (201-932-3845).

School district personnel are encouraged to write or phone for more information on how to use the Resource Center or for assistance in finding answers to questions concerning equal educational opportunity. The Resource Center Services are free. Books and other materials may be borrowed by mail. Contact PEO/CSES, School of Education, The University of Michigan, Ann Arbor, MI 48109, (313) 763-9910.

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CSES INFORMAL CHECKLIST

This quick test has been designed to allow school district personnel an opportunity to quickly assess sex equity in the vocational education program in their district. It is not intended to be all encompassing, but does include many of the main issues that can lead to equal access, programming and transfer of skills in vocational education.

After reading each question, decide upon the answer that most closely represents the situation in your school district. Determine your total score and then turn to the last page to see both how your district rates and where you can start planning change.

1. **Does your school district have on file a self evaluation that assesses compliance with the Title IX requirements? Does this self evaluation include plans for modification and remediation for any areas in the vocational education sequence that do not comply with Title IX?**
   - 0 points if the answer is yes.
   - 3 points if there is a self evaluation on file, but your district has no plans to use this evaluation to correct equity problems in vocational education programs.
   - 5 points if there is no self evaluation (write to CSES and we'll send you one that you could use as a beginning point).

2. **Do the counselors in your school district use vocational ability and/or vocational interest tests? If so, have they ever been reviewed for sex bias?**
   - 0 points if your counselors always use tests that have been found not to be sex biased, or if they interpret the tests based on both male and female norms to eliminate sex bias.
   - 2 points if you ask the counselors in your school district and find that they do not know that tests can be evaluated for sex bias.
   - 3 points if you find that counselors are aware that these tests can be evaluated for sex bias but they "just haven't gotten around to it".
   - 5 points if you find that counselors are not planning to have the tests evaluated and plan to continue using them as they are now.

3. **In the textbook for Auto Mechanics and Office/Clerical Occupations used in your school district, are there any pictures of women working on cars or men doing clerical work?**
   - 0 points if both textbooks represent the sexes equally or if most vocational education teachers have developed programs to counteract the sexism in the textbooks.
   - 3 points if there are at least a few nontraditional photographs and at least one district teacher has developed a program to counteract the sexism in the textbooks.
   - 5 points if there are no nontraditional photographs and no program to counteract the sexism in the textbooks.

4. **In vocational courses in your school district that are over 80% male or female in enrollment, what efforts have been made to ascertain the reason for this?**
   - Interview vocational education instructors regarding their perceptions of the reasons for disproportionate enrollment.
   - Interview students of the underrepresented population for their reasons for nonenrollment.
   - Check for sex bias in photographs in publications (such as yearbooks and curriculum guides) in which the students might become aware of courses.
   - Examine text of curriculum guide for signs of sex bias such as "students in clothing construction will make a skirt."
   - Evaluate counseling practices and methods by which the course is recommended to students.

   0 points if all of the above have been done.
   3 points if at least 3 of the above have been done.
   5 points if less than 3 of the above have been done.

continued...

5. **Have efforts been made to ascertain the reasons for nontraditional students dropping vocational classes?**
0 points if nontraditional students who drop classes or change their minds about electing these classes are routinely interviewed regarding their reasons for withdrawing to ascertain if any gender inequities are occurring. Plans are made to remediate any problems discovered.
3 points if nontraditional student dropouts have been interviewed at least once and some efforts made to decide the reasons for their decisions.
5 points if the reasons for nontraditional students dropping vocational classes have never been studied.

6. **Did your last career program include members of both sexes in a variety of occupational roles?**
0 points if this was the case.
3 points if 1 or 2 persons in nontraditional occupations were included.
5 points if no persons in nontraditional occupations were included.

7. **When vocational students are placed on co-op or into an internship, is an effort made to obtain statements and assurances of nondiscrimination from potential employers prior to placement?**
0 points if a statement of nondiscrimination is on file from every business and/or organization employing co-op students or interns.
3 points if a statement of nondiscrimination is on file from at least 50% of the businesses and organizations employing co-op students or interns.
5 points if no effort has been made to obtain statements of nondiscrimination prior to co-op or internship placements.

8. **Does your school district ever give awards or scholarships for further studies in a vocational area? Are these scholarships ever awarded to students in a nontraditional subject for their gender?**
0 points if an award or scholarship for further studies in a vocational area has been awarded to a student in a nontraditional subject matter for their gender in the past two years.
3 points if an award or scholarship for further studies in a vocational area has been awarded to a student in a nontraditional subject matter for their gender in the past five years.
5 points if these awards and scholarships are being awarded only to students studying traditional subjects for their gender.

9. **Are there equal numbers of males and females teaching vocational education courses in your district? What proportion of males and females are in administrative positions in vocational education in your district?**
0 points if an equal number of males and females teach vocational education, there are some people teaching nontraditional subjects for their gender, and there are equal numbers of males and females in administrative positions.
3 points if there are an equal number of males and females teaching vocational education courses, and at least one vocational education administrator who is a different sex than all the rest.
5 points if none of the above is the case.

10. **Do your vocational education courses have advisory groups? If so, what efforts are made to recruit parents of current vocational education students or persons who work in nontraditional areas for their gender to serve as members of these advisory groups?**
0 points if many parents of current vocational education students are presently members of advisory groups for vocational education, particularly parents who work in a nontraditional occupation for their gender and parents of students who are studying a nontraditional occupation for their gender.
3 points if the advisory groups for vocational education include a few parents who work in a nontraditional occupation for their gender, a few parents of students studying nontraditional occupations for their gender or at least a few persons (parents or nonparents) engaged in nontraditional occupations for their gender.
5 points if none of the above is the case.

Scoring on page 10.

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Current Research

Girls and Math Achievement

There are far fewer women than men in scientific and technical careers. One reason is that there are far fewer girls than boys prepared to pursue these careers after graduation from high school. Math, in particular, is a stumbling block for girls. Although girls do better than boys in math during grade school, their achievement falls below that of boys during junior and senior high school. In addition, many girls choose not to take upper level math classes, as well as other classes basic to scientific training. Given this lack of preparation, it makes it difficult for girls to obtain advanced training in college and to pursue a career in science.

Dr. Jacquelynne Eccles, a developmental psychologist at the University of Michigan, has been studying girls and math achievement for nearly a decade. Some of her current research provides insights for educators and parents concerned about expanding girls' career options in science. Eccles' research tries to explain why girls do not select upper level math courses during junior and senior high school when they seem to be just as able as boys. Eccles tries to map out the social and psychological factors that intercede between actual ability and achievement. Her data, which includes 1,000 pieces of information about 1,500 children in the seventh through twelfth grades, is interesting not only for its findings, but also for its approach to the question. Eccles' research, unlike much of the psychological studies done about girls and math achievement, begins with a simple assumption - achievement is a choice. Traditional research in this area asks "why aren't women (or girls) more like men (or boys)." Eccles, however, believes that researchers should ask "why do women (or girls) make the choices they do make." The difference is more than semantics. It not only assumes that women make choices based upon their needs, values, and perceptions; it also provides a better framework for using research findings to assist girls in making more satisfying and informed choices.

Preliminary findings from Eccles most recent research generally confirms her belief that math achievement is a choice. Eccles and her colleagues noted very few difference between the boys and girls in their studies. The differences that were noted indicated that what influences girls is what they think about math and not how well they do in math classes. Some of those findings are:

*The beliefs girls and boys had about their own math ability, the difficulty of math and the value of math were better predictors of math enrollment and achievement than IQ, past math achievement or the attitudes of parents and teachers.

*The most significant predictor of whether or not girls and boys took more math courses was whether or not they thought it was important to their career goals.

*Girls were more likely than boys to have inferior beliefs about their math ability, even when there was no difference between them in actual ability and achievement.

*Girls were also more likely than boys to see math as more difficult and less useful to them in their future careers.

*Parents' attitudes had more impact on their child's beliefs about math ability, difficulty and value than teachers' attitudes.

*Mothers thought math was difficult for their daughters, even when their daughters did well in math and had considerable math ability.

*Parents of sons thought math was more useful for their child than parents of daughters.

*Parents strongly affected their child's need for achievement, but having a college education did not make much difference in the effect.

*The relationships between parents and their children's attitudes towards math were not due to sex-stereotyped role modeling in the home. Rather, parents seem to communicate different expectations for their sons and daughters.

Admittedly, Eccles' research leaves a great many unanswered questions. Why do girls underestimate their math ability? Why do girls see math as difficult, even when they do well in math classes? What costs do girls

Continued on page 8.

attach to math achievement and careers that emphasize science and math? Nonetheless, it still provides insights to educators and parents who want to expand the career options of girls by encouraging better scientific training during junior and senior high school.

Eccles' research suggests that differences in math achievement are basically differences in choices made by girls and boys during junior and senior high school. Interventions, therefore, should help girls make more informed choices. This could be done by helping girls more accurately assess their math ability, realistically assess math difficulty and insightfully characterize the value of math courses and achievement. This should increase the number of girls enrolled in math courses who will be prepared to pursue careers in science after high school. In each instance, Eccles' research suggests that successful interventions will be those based upon the values, beliefs and perceptions of the girls themselves. As girls become more realistic about their abilities as well as aware of the value of achievement, they should become more successful in technical careers.

Eccles' research also highlights the important role parents play in the choices their children make. Successful interventions, therefore, will help parents play a more supportive role in those decisions. Such interventions will better prepare parents to help their daughters explore career options and their abilities in science. Eccles and her colleagues will undoubtedly address many of the uncertainties remaining about girls and math achievement during the next few years. Her longitudinal study promises to answer some of the questions her preliminary findings raised. Until then, however, her research provides insights educators and parents would be wise to consider.

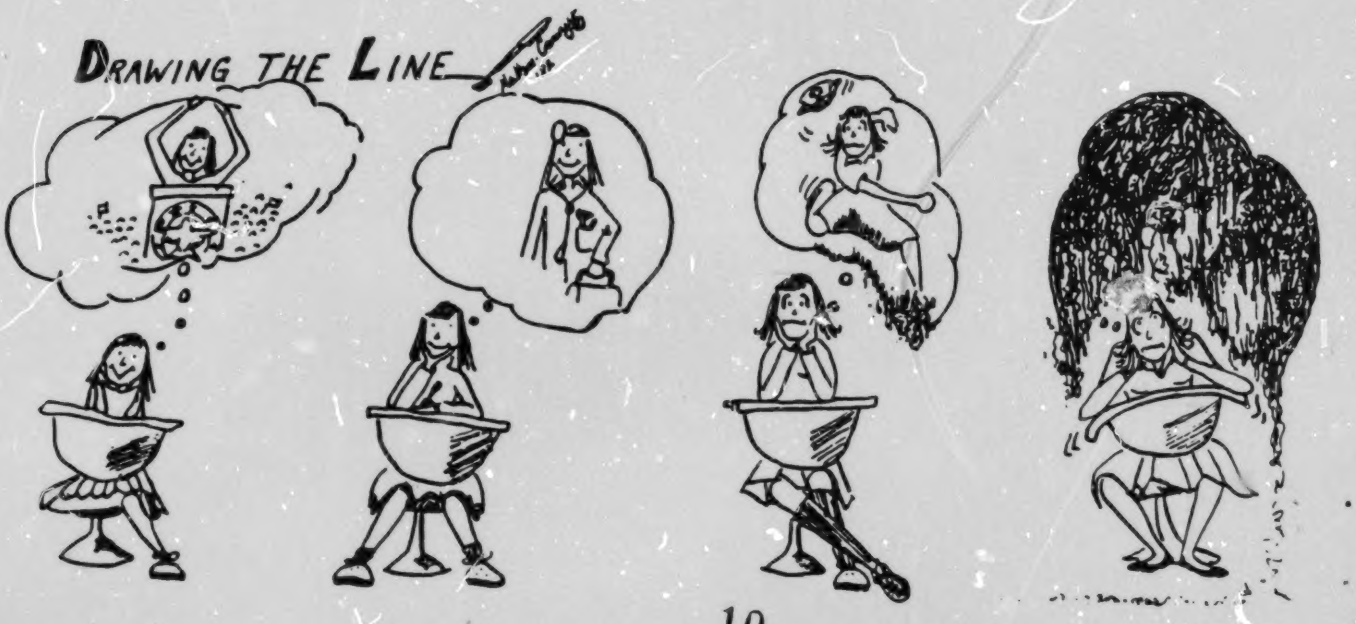
Eccles has also published under the name Parsons.

Parsons, J.E., Adler, T.F., Futterman, R., Goff, S., Kacazala, C., Meece, J. and Midgley, C. "Expectations, values and academic behaviors," in J.T. Spence (Ed.), Perspectives on Achievement and Achievement Motivation, 1983.

Eccles, J. "Sex differences in mathematics participation," in M. Stein Kamp and M. Maehr (Eds.), Women in Science, 1983.

Meece, J., Eccles, J., Kacazala, C., Goff, S., and Futterman, R. "Sex differences in math achievement: Toward a model of academic choice." Psychological Bulletin 91 (1982): 324-348.

-Robert Mattson-Croninger
-Paul Pintrich



Vocational Education Resources

American Vocational Association
2020 North 14th Street
Arlington, VA 22201
(703) 522-6121
Publishes sex equity information materials and monthly newsletters.

Bureau of Equal Educational Opportunity and the Vocational Education Equity Program, Department of Education
333 Market Street
Harrisburg, PA 17108
(717) 783-9531
Provides workshops on Title IX and equity in vocational education. Offers free publications and lends audiovisual aids.

Math/Science Network
Math/Science Resource Center
Mills College
Oakland, CA 94613
(415) 635-5074 or 635-9271
Promotes the participation of girls and women in mathematics and science and encourages their entry into nontraditional occupations. Provides strategies and "how to" materials to public school personnel for increasing the number of young women in math and science careers.

Midwest Women's Center
53 West Jackson
Chicago, IL 60604
(312) 922-8530
Provides information and referrals on employment services to women on a statewide basis, including a pre-apprenticeship program, a bilingual switchboard, a multi-issue coalition of women's organizations, and a multi-faceted employment program.

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815
Provides a national clearinghouse on vocational education research and is a major source of materials development, dissemination, and technical assistance in vocational education.

PEER, Project on Equal Education Rights
NOW Legal Defense and Education Fund
1029 Vermont Ave, N.W. Suite 800
Washington, D.C. 20005
Offers information on enforcement of Title IX and vocational preparation materials. Free quarterly newsletter.

State of Ohio Women's Information Center
State House, Room 10
Columbus, OH 43215
(614) 466-5580
Provides informational programs and materials concerning the legal and economic status of women, referral services, and print resources, including brochures on topics of interest, and a free monthly newsletter.

Society of Women Engineers
United Engineering Center Room 305
345 East 47th Street
New York, NY 10017
(212) 644-7855
Promotes the interests of women engineers and encourages women to consider careers in engineering.

Women Today
Southwest Technical Institute
Bronson Boulevard
Fennimore, WI 53809
(608) 822-3262
Provides materials including radio tapes and a monthly newsletter relating to career information and the needs of women.

Working Opportunities for Women (WOW)
2233 University Avenue, Suite 340
St. Paul, MN 55114
(612) 647-9961
2344 Nicollet Avenue S., Suite 240
Minneapolis, MN 55404
(612) 874-6636
Provides career development services and employment assistance, maintains Career Resource Centers at both cites with materials available on loan.

YMCA Vocational Readiness Program
YMCA of Los Angeles
1215 Lodi Place
Los Angeles, CA 90038
Provides a small kit on marriage and careers for use with students.

SCORING THE INFORMAL CHECKLIST

0-10 points	Congratulations. Your school district is making excellent progress toward the goal of achieving sex equity in vocational education. Keep up the good work!
11-20 points:	Although your district has not reached optimum levels in achieving sex equity in vocational education, you seem to be making an effort toward Title IX goals. Hopefully, this evaluation has assisted you in identifying additional areas of concentration.
21-35 points:	Although you have some distance to go to improve equity in vocational education, your district has at least achieved awareness of concepts in sex equity in vocational education. This is an important first step toward developing and implementing a plan to accomplish work toward sex equity in vocational education.
36+ points	Roll up your sleeves and clear off your desk. You have some serious work to be done. Begin by listing your strong points so you can build upon them and prepare a plan to remediate your weak areas. It might be best to start with awareness building. Consider obtaining some support and/or assistance from CSES. **-Marta Larson**

A successful program to achieve sex equity in vocational education will probably include goals and objectives for the following components:

- Reducing Biased Behavior of Staff Members
- Eliminating Discrimination in Employment Policies
- Enhancing the Representativeness of Staff
- Reducing Curriculum Bias
- Ending Inappropriate Counseling and Appraisal
- Educating Parents and Students about Title IX
- Improving Community Support and Involvement
- Identifying and Resolving Problems of Compliance
- Identifying Resources to Help Establish and Maintain Sex Equity

School districts often begin by building awareness of sex equity issues, followed by conducting a needs assessment and then developing goals and objectives to achieve planned change. The most successful programs to improve sex equity often involve the efforts of many members of the community and school district working together. CSES staff is available to assist your district with this process.

Title IX Line
Center for Sex Equity in Schools

The University of Michigan
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Title IX Line

The University of Michigan
School of Education
Ann Arbor

Center for Sex Equity in Schools

VOL. III, No. 2, Spring

FROM THE DESK OF THE DIRECTOR

Charles D. Moody, Sr.

The concerns we have as a sex equity center are tightly linked to our equity-based education model. In previous issues of **Title IX Line** and **Breakthrough** we have discussed the **Access, Process, and Achievement** dimensions of the model, however, for the first time we are addressing in some detail an aspect of the **Transfer** dimension. We will accomplish this by focusing this issue on "Women in Administration."

Much of the literature on mobility addresses the advantages sons of high status fathers have over sons of low status fathers. Women's talents are underutilized and often repressed by our society, irrespective of social class. Even when women of high education and social class work, they, like the less educated and poor, tend to find that their place is at the lower end of the occupational range. Men from elite classes become professionals and managers but only a small percentage of professional women become part of the American professional elite or rise to positions of eminence.

Women are very underrepresented in administrative positions even in professions long accepted as female occupations, such as teaching, library science and social work. For example, in 1981, 66% of the 2.2 million public school teachers were women, but only 168 of the 16,000 superintendents and four of the 50 chief state school officers were female. Currently there are only seventeen Black female superintendents and one chief state school officer who is a Black female. One of the contributing factors to this abysmal situation is the very disproportionate underrepresentation of females and minorities in higher education. This serves as a deterrent to the entry of women and minorities into administrative positions in schools and other areas of employment since educators in post-secondary institutions often play a role in the selection process of elementary and secondary school administrators.

Epstein (in **Woman's Place**) stated that there was no conspiracy or grand design to keep women down but there is much evidence, including my own study on the use of mentors, sponsors and advisors in the selection and placement of Black superintendents, that there does exist a network of sponsors, mentors and advisors that has been and continues to be an effective means to enhance the career mobility of white middle class males to assume roles ascribed to them. Women and minorities are not an integral part of this network.

This **Title IX Line** has a unique chapter in the history of Black education. It chronicles the role of women in the administration and supervision of rural southern Black schools. The Jeanes supervisors were, in my opinion,

(continued on p. 14)

Title IX Line is a periodic publication of The Center for Sex Equity in Schools, a desegregation assistance center funded by the U.S. Department of Education pursuant to Title IV of the 1964 Civil Rights Act. The contents, however, do not necessarily reflect the position or policy of the Department of Education and no endorsement should be inferred.

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REMEMBERING THE

An interview with
Dr. Kara Vaughn Jackson
by
Debi Sanders Johnson

The post Civil War era found American Negroes uneducated, with little or no resources and virtually alone to provide for themselves. The so-call "emancipation of slaves" suggested that freedom and upward mobility would be immediately available for the ex-slaves. However, the struggle for first-class citizenship changed.

The attempted elevation of the Negro in American society only heightened the racism against Blacks. Many whites were threatened by the prospect of having to live "equally" with Blacks. This fear lead to the creation of barriers foreclosing the intellectual and economic progress of the newly freed.

Despite the enormous obstacles designed and used as ploys to keep the Blacks inferior to the majority population, Blacks have and are elevating themselved in many facets of this society. Education is one area and the Jeanes Movement can take credit for the part it has played in the history of the educational attainment of Black people.

Dr. Kara Vaughn Jackson, a former Jeanes Supervisor, was the only daughter of four children born to Angie and Benjamin Vaughn, in Chatawa, Mississippi.

Dr. Jackson completed college in 1937 at Southern University and received her Masters Degree from Teachers College, Columbia University in 1942, and her Doctorate, in 1948.

*She was instrumental in the publication of a facinating volume entitled, **The Jeanes Story: A Chapter in the History of America, 1908-1968.** Recently, I had the pleasure of speaking with Kara V. Jackson. Part of our conversation follows.*

DSJ: Will you please describe the professional services you have engaged in?

KVJ: My first teaching assignment was as a music and mathematics teacher in Kentwood, Louisiana at Dillion Memorial High School. At that time (1937) the segregated school systems in the South, were directed by state agents. One day, Mr. A. C. Lewis, who was the state agent in Louisiana, said to me, "I'm going to send you to Natchitoches Parish as a Jeanes Supervisor" (Parish is the same as a county). This was a most shocking thing to me because I had never thought of doing anything other than teaching here, but there was no way I could say I don't want to go. I remember how encouraging my mother was to me. She hated to see me leave, but she said, "Go on baby, it will be all right." That encouraged me to go more than anything else.

DSJ: What was your initial impression of your new assignment?

KVJ: Although I grew up in Southern Mississippi, in a rural area, this was something I had never seen before, "Plantation system at its best." There were 68 rural schools for blacks and only one high school. The schools were of one, two- and three- teacher types and were housed mainly in large homes and churches. It

A former Jeanes School now used as a day care center.

JEANES SUPERVISORS...

was my responsibility to assess the quality of the educational program. The superintendent said to me in my first interview, "My school board is of the opinion that the money invested in Negro education may as well be thrown into the Cane River. We have you here to see that the money is invested wisely and the Negro boys and girls get what is due them." This was a challenge to me becsuse I did not know much about small rural schools.

DSJ: And, your responsiblity was?

KVJ: I worked with 100 teachers. The school facility as well as instruction required improvement and it was up to me to improve them both. I had to learn to drive a car on rural roads and sometimes got stuck in the mud for a half a day, until somebody could come pull me out.

DSJ: Did you remain a Jeanes Supervisor for long?

KVJ: Only 3 years. When we really got things going, Mr. Lewis came to me again and said, "We now need somebody of your caliber to work at the Louisiana Negro Normal and Industrial Institute (the former name of Grambling State University). You're going to train teachers to work in rural schools." I was transferred to Grambling, and this is where I have been ever since, as a teacher educator.

DSJ: Did you also work with Jeanes Supervision at the state level?

KVJ: Just as Mr. Lewis selected me for Jeanes Supervision when I was at Dillon, Dr. J. Curtis Dixon came to Grambling and said that they wanted me to serve the whole South.

DSJ: What happened next?

KVJ: I refused the job. I was married and I did not know how I could stay on the road all the time. Finally, we comprised on my working part time. The job entailed working with approximately 600 Jeanes Supervisors in 17 states. We didn't say southern states then, we said states with segregated schools.

Debi Sanders Johnson and Dr. Kara Vaughn Jackson (right) review old photos of Jeanes activities.

This was really a very, very rich experience. Contrary to popular belief, our Black educators are just as good as those who have responsibility for education in other types of schools. From 1946, through 1966 hundreds and thousands of Black educators were advancing themselves by getting university degrees in education and in many other fields.

DSJ: How did the Jeanes program begin?

KVJ: Anna T. Jeanes was a wealthy Quaker woman who gave one million dollars for black education. The interest accrued from her bequest supported the program. Virginia Randolph was the first supervisor selected, in 1908. She was still living when I was appointed in 1937, and every time I visited Richmond, Virginia, I went to see her. She was a great inspiration to me.

As the program expanded, it was necessary to increase the fund. Virginia Randolph lead a successful financial drive.

DSJ: Where is the money now?

KVJ: The Southern Education Foundation, in Atlanta, Georgia, now administers the Jeanes-

MOVEMENT

Randolph Fund. The program provides scholarships to talented young Blacks in human service fields other than education.

DSJ: The training for Jeanes Supervision was unique, wasn't it?

KVJ: The initial training was usually a summer institute. Every year they came back for additional programs. Few teaching systems offered such quality education for their staffs.

DSJ: Was there ever a struggle between the men and women in the program?

KVJ: No. Women were in the majority. The few Black men tended to continue their education and leave the program. One man of note was James Nathaniel Moody (1920-1952), who was referred to as the Walking Supervisor.

James Nathaniel Moody

Jeanes Supervisors generally traveled by car, boat, train or sometimes, by plane. Mr. Moody always walked his parish. He had a great sense of humor, was quite frank and handsome, a real thoroughbred!

DSJ: What impact did racism have on Jeanes Supervisors?

KVJ: Racisim was subtle but, nevertheless present. There are many stories I could tell, but we would need more time. Some of the schools were on plantations and we had to convince the owners of the importance of educating our young.

DSJ: Do you have a major concern regarding Black education today?

KVJ: We need to find a supply of dedicated Black teachers. The Black students are going into fields where the salaries are more lucrative and teacher burn-out is another contributing problem.

DSJ You have mentioned several mentors already. Are there others who you feel helped you?

KVJ: If my life has been worthwhile and productive in the field of education, I must give the credit to Black women in the generation ahead of me. In particular, Dr. Jane Ellen McAlister and Florence Octavia Alexander. They served as role models for my continued education, my classroom teaching, my supervision style. They helped me become an educational leader.

DSJ: What advice, if any would you give to young women today?

KVJ: I would urge them to model their own lives and careers after some person who has demonstrated effective leadership as an educator. I would also hope that they come to serve as mentors and role models for others.

A Jeanes Supervisors meeting held at Tuskeegee Institute, circa 1940.

IS YOUR SCHOOL ADMINISTRATION AMENABLE TO WOMEN?

A CSES Brief Checklist on Sex Equity in School Administration

DISTRICT POLICY

1. **Has your school district set goals for the number of women administrators you hope to have by June, 1985 and begun planning for how to hire them?**

   5 pts - if an under-utilization survey has been conducted. (An under-utilization survey compares the percentage of candidates of one gender in the pool of those qualified and available for administrative positions with the percentage of women administrators.)
   - if a survey showed no under-utilization of staff by gender.
   - if a policy statement exists to bring the under-represented gender to an equitable level.

   3 pts - if a policy statement has been made, but no specific numbers have been set, or numbers are not based on an under-utilization survey.

   0 pts - if none of the above has been done.

AWARENESS

2. **Has your school district had an in-service program for administrators to help them become more aware of sex bias issues?**

   5 pts - if a program planned by a gender-balanced committee is held each year to address particular concerns of your school district, as well as to present legal, psychological and educational issues.

   3 pts - if such a program is planned.
   - if you had a general program a few years ago, but a gender-balanced committee was not involved in the planning or the presentation.

   0 pts - if no such program has been planned.

3. **Have your district's administrators helped outline some typical career routes into administration and have women, as well as men, been chosen to serve in the potential leadership roles outlined?**

   5 pts - if women and men serve on a balanced basis as department chairs,coaches, chairs or members of special committees, participants in leadership training programs, selection for summer school, yard duty or on a building-wide discipline team.
   - if your Title IX Coordinator ,was selected on the basis of interest or knowledge of sex equity.

   3 pts - if some, but not all of these positions are balanced by gender, and numerical goals have been set to increase the balance.

   0 pts - if male administrators choose male staff members for potential leadership roles.

4. **Does your school district rely on both female and male community contacts and organizations?**

   5 pts - if your district supports local women in business or women's professional organizations on a level equal with the Chamber of Commerce and other civic groups.
   - if you have a written and enforced policy barring payment of the superintendent's membership to any single sex club or organization.
   - if your community advisory board has females and males serving equally in professional and family capacities.

   3 pts - if your district adheres to some, but not all of the above policies.

   0 pts - if community contacts are provided primarily through single sex organizations and advisory committees.

HIRING PROCEDURES

5. **Are your announcements of administrative openings made available equally to women and men?**

   5 pts - if advertisements are placed in publications that are read frequently by classroom teachers as well as in administrative publications.
   - if advertisements are printed and distributed several weeks in advance of the application deadline.
   - if word-of-mouth and in-house announcements are given equally to women and men.

3 pts - if an attempt is made for the above, but time limits and infrequent or impersonal communication create barriers.
0 pts - if announcements are made only to friends or promising candidates.

6. **Are your administrative job descriptions directly related to the tasks performed in the position and are they free from gender-biased prerequisites?**
5 pts - if a gender representative committee regularly reviews job descriptions and their relatedness to actual tasks performed.
- if they ascertain that prerequisites are directly related to tasks performed.
- if they verify that job descriptions will guarantee an available pool of female and male applicants.

3 pts - if job descriptions exist, but no equity review process is in place.
0 pts - if any job description or prerequisite eliminates the possibility of a female applicant (e.g., Director of Administrative Services must have 5 years experience as High School Principal in this district, when no woman has had that position in that district for that length of time.)

7. **Are application materials and recommendations requested equally of all candidates?**
5 pts - if all candidates fill out the same application form (which has been reviewed by a balanced committee for sex bias) and recommendations are requested of all candidates in the same manner.
3 pts - if the standard application has not been reviewed for bias, but it is given to all candidates.
0 pts - if known candidates are not requested to fill out the application form.
- if unsolicited candidates are not sent the standard application form.
- if recommendations are requested of only some candidates who meet the basic requirements and/or a few favored others.
- if telephone calls are made to known references and form letters requested from unknown references.

8. **Are your screening and interviewing committees sex fair and representative of the populations served by that position?**
5 pts - if committees are equally balanced by gender or proportional to school population.
- if teachers, parents, students and community members serve on the committee in at least an advisory capacity.
- if questions and acceptable answers are prepared in advance and screened by the committee for sex bias.
- if the same questions are asked of all candidates.

3 pts - if the committees are not balanced in membership, but questions are reviewed for bias.
- if the number of women hired has not changed despite 5 point responses on all the other questions in this checklist.

0 pts - if female candidates are asked questions about child care, marital status, physical condition or handling conflict between staff members, that are not asked of male candidates.

COMPENSATION

9. **Are your school district's salary schedules defined in such a way that the average salary for female and male administrators is the same?**
5 pts - if the average pay for female and male administrators is equal and the mechanism is in place to continue monitoring this statistic yearly.
- if all people working in administrative job descriptions are receiving administrative scale pay.

3 pts - if the difference in average salary may be attributed to a difference in degrees held, level of position, or years experience.

0 pts - if administrators with comparable duties, degrees, and years experience are not earning the same amount.
- if experience is counted only in continuous years (penalizing maternity leave) but excepting military leave.
- if experience is based only on years in your school district.
- if additional duties with extra pay are assigned more frequently to one sex than another.

10. **Are your school district's fringe benefits made on an equitable basis?**

5 pts - if retirement, annuity plans, health and life insurance coverage is the same for women and men at the same level.
- if a committee routinely monitors the companies that provide these plans and the district is ready to change company if discriminatory practices are found.

3 pts - if no known discrimination exists and a grievance procedure is in place to review employees' complaints, should they arise.

0 pts - if your district assumes that contracting companies take care of gender equity in their benefits, or if no one has examined this area.

SCORING THE CHECKLIST

35-50 pts - You may safely say that women participate on an equal basis in your district's administration.

25-34 pts - You're at the policy-making stage of equity in administration. If you've only been working at it for two or three years, you're on the right track. If you've been working longer, you may need some help identifying stumbling blocks.

15-24 pts - Give yourself credit for the policies and actions that are working toward equity in administration. Study how they came into being. Then choose two areas in which you think you can plan progress this year enlisting the positive forces that you already have.

0-14 pts - You need to start looking at your own biases. Talk with teachers, and equity minded administrators who are interested in planning change. An awareness workshop for your administrative staff may be the place to begin.

Eleanor Linn

The basis for this checklist was provided by:

The Michigan Model Pilot: Increasing the Number of Administrators in Michigan Public Schools; Michigan Department of Education, Office for Sex Equity in Education, 1982 and **Sex Descrimination in Schools: Evaluating Employment Practices,** Institute for Women's Concerns, Arlington, Virginia, WEEA, 1978.

These books and technical assistance from CSES can help your district to foster women in leadership roles. Networking, resume writing, skill building, and training programs can only help prepare candidates. Responsibility for change must be shared among candidates for administrative positions and the school districts that seek to hire them.

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WOMEN'S HISTORY WEEK LESSON PLANS

If you would like to receive a copy, please let us know. Send requests to:

Women's History Week - CSES
SEB 1046
University of Michigan
Ann Arbor, Michigan 48109

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INSIGHTS FROM CURRENT RESEARCH: A Different View of Career Growth in Teaching

"I had found that toward the middle of last year I was beginning to feel--dead. And I was beginning to feel frustrated...and I had never felt like that before---I mean, classroom teaching was my thing, I really loved it." (Teacher quoted in study by Boston Women's Teacher's Group).

Teacher burnout is becoming an increasingly well known concept in education used to explain how teachers come to feel dissatisfied with their profession. "Burned out" teachers are thought to be unmotivated, less dedicated and committed to teaching and to harbor feelings of inadequacy and low self-esteem. This syndrome leads to teachers just "going through the motions" or leaving the field. Ironically, it seems to happen with greater frequency to teachers who appeared previously to be the most motivated and well prepared. How and why these feelings develop in teachers has been the focus of a recent research effort entitled, **Teaching an Imperilled "Profession"** by the Boston Women's Teachers' Group, a nonprofit organization of public elementary school teachers interested in the effects of teaching on teachers.

The implicit theory behind teacher burnout rests on a psychological model that assumes it is the individual teacher who loses the desire or energy to teach well. The Boston group started from a more sociological model which highlights the institutional and structural aspects of schools as important contributors to teacher burnout. In their study they interviewed 25 women elementary school teachers biweekly or monthly over a two year period. Their interviews focused on teachers' actual experiences in the classroom, with their colleagues and with administrators. Half their sample had taught three to eight years and half over fifteen years. While the teachers were all located in the Boston area, they did represent the continuum from large urban inner-city districts to small, affluent districts. Their sample was small in comparison to most national surveys, which average 1,000-2,000 respondents, setting some limits on the generalizability of the results. However, the depth and quality of the data offset this drawback. In fact, the results seem to resonate in most teachers or individuals who have taught before, regardless of their actual experience.

A content analysis of the interview protocols revealed five basic conflicts inherent in the teacher's role which seem to foster contradictory feelings and demands, felt even by those teachers who chose to stay in the classroom. They were:

*Schools are supposed to prepare students for adulthood, yet teachers, who are responsible for this preparation, are treated by the institution as incapable of mature judgment.

*Schools are supposed to foster questioning and risk-taking attitudes as well as self-directed thinking, yet the institution does not structure situations to encourage teacher or student development in these areas.

*Schools are responsible for the education of the whole child, but the structure of the institution limits opportunities for growth in all areas, for teachers as well as students.

*Schools are supposed to provide equal opportunities for learning and achievement, but the structure of schools often emphasizes assessments of comparative worth and fosters competition among students, parents, teachers and administrators.

*Schools are supposed to create critical thinkers who will be able to participate intelligently in our democratic electoral process, but teachers are required to pursue this goal by increasingly mechanical, technical means.

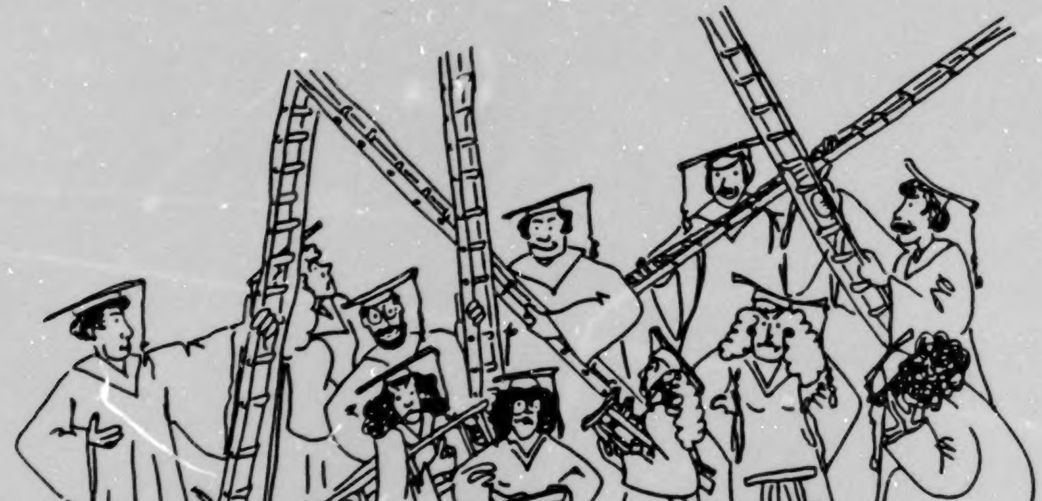
Although teachers were interviewed individually and confidentially, the similarities in their responses were remarkable. Many had felt that their frustrations were personal concerns and were surprised to find others facing similar dilemmas. It appears that the women blamed themselves for frustrations that seem inherent in the organization of schools.

Teachers' discontent most frequently centered on the exhortion from administrators for them to be "professional," while denying them the decision-making and self-governing advantages of professionals in other fields such as medicine and law. Indeed, their interviews indicated that this lack of opportunity for increased responsibility was the overwhelming problem that teachers experienced in their quest for personal and career growth in teaching.

These results suggest that the structural and organizational aspects of the relationship between teachers and administrators can't be ignored when searching for factors related to the rise of teacher frustration and burnout. They imply that psychological-therapeutic models which focus solely on the individual teacher will be ineffective in resolving the problem.

What are some possible solutions? To open the ranks of educational administration to women would increase the hopes of career growth for some teachers. The Boston Women's Teachers' Group is more interested in enlarging the range of decisions that teachers may make collectively, and in helping teachers see that they are not alone in the frustrations that they experience. School practices may be redesigned to encourage teachers to share their resources more with their colleagues and develop networks of like-minded teachers. In addition, the results suggest that a reconceptualization of the role and status of teachers in schools is necessary. For example, the relationship between teachers and administrators should be equalized, allowing teachers more participation in the decision-making process regarding curriculum, student-teacher interaction and policy issues. If these practices are institutionalized, teachers may experience the rewards of increased involvement and enhanced career growth.

Paul R. Pintrich



Women In Administration:

Women are missing, at least in substantial numbers, from the administrative hierarchy of American public education as reflected in the employment statistics reported elsewhere in this issue. This is so even though women occupy well in excess of 60% of the elementary and secondary teaching positions through which virtually all school administrators pass as they climb the ladder to leadership positions at the building and district level.

The pervasiveness of this pattern of underrepresentation of women in administrative positions reflects the systemic nature of the problem and the adverse impact that school district employment policies, selection criteria and procedures have on women and minorities. Nor has this pattern changed appreciably over the last decade, although a series of federal antidiscrimination laws have been enacted to help women gain access to the administrative ranks and women, in increasing numbers, have acquired the formal credentials traditionally considered a prerequisite to leadership positions in school systems.

To date, there has been surprisingly little litigation alleging a pattern or practice of gender-based discrimination in selecting administrators for our nation's schools. This is in contrast to the substantial volume of litigation aimed at opening the managerial door to women in the private sector and the numerous actions addressing the post-hiring treatment of women in public school settings.

Under standards articulated by the United States Supreme Court in 1971, a prima facie case of systemic employment discrimination may be shown by demonstrating that a selection criteria or procedure has a disproportionate adverse impact on a protected group such as women. The burden then shifts to the employer to demonstrate that the criteria are job-related and that no alternative criteria with a less adverse impact are available to the employer.

Relying heavily on Title VII of the 1964 Civil Rights Act and this mode of analysis, a few suits have been brought against school districts regarding the impact of their administrative selection procedures on women. Two such actions, one brought by the U.S. Justice Department and the other by private plaintiffs, were resolved by consent decrees embodying a negotiated settlement arrived at by the parties. As a result, no findings of unlawful discrimination were made or admitted to by the school districts, although they agreed to take various affirmative measures to address the absence of women in administrative positions. While the actions have yielded little in terms of legal precedent, the agreements serve to illustrate court sanctioned affirmative action plans and two substantially different approaches to unlocking the administrative door.

One emphasizes procedures which, if followed, should increase representation of women to desired, but unspecified levels. The other agreement focuses on outcome measures of nondiscriminatory recruitment and selection, leaving the means of attaining numerical goals largely if not entirely to the discretion of school district officials.

Cobb County Public Schools

The Cobb County Public Schools serving suburban Atlanta, Georgia was the target of the Justice Department's first sex discrimination action focusing on the underrepresentation of women in administration. At the time of the suit in 1980, the district employed 3,000 teachers and some 250 administrators, approximately one-third of whom were women. The consent decree was directed at the recruitment and hiring or promotion of women "to the highest level positions in the elementary, middle and high school areas."

An affirmative recruitment program is the critical component of the agreement, since rather than prescribing numerical hiring goals, the agreement generally calls for the appointment of women in proportion to their presence in the pool of qualified applicants. Among the recruitment measures required is the dissemination to all teachers of the district's affirmative action policy and a booklet describing all administrative positions

A Legal Perspective

and the qualifications needed for each. Additionally, the district is obligated to post all adminstrative vacancies at local school buildings as well as in other locations, encourage women to apply for such positions, and provide timely interviews to all qualified teachers for principalship vacancies. Extensive recordkeeping and reporting requirements were also embodied in the decree.

The Los Angeles Unified School District

The Los Angeles Unified School District, the nation's second largest, serving over 600,000 pupils, was the scene of a 198[illegible] sex discrimination law suit brought by two women on behalf of all past, present and future applicants for positions or promotional opportunities, plus women who were discouraged from applying because of district's past policies and practices. The agreement stipulated numerical recruitment and hiring goals. As to some job classifications, hiring goals were stipulated to be proportional to the pool of qualified applicants, while fixed percentages were specified for other job categories.

In the case of building administrators, and area deputy administrators, and area coordinators, the district agreed to "utilize all reasonable recruitment efforts to ensure that no less than 40% of the applicants for examinations associated with such positions are women." Reasonable efforts are understood to include, at plaintiff's request, the extension of the application period by 30 days, the provision of written notice to all qualified women employees of the school district, and the solicitation of recruitment assistance from the district's Commission on Sex Equity. In addition the district agreed that "the percentage of appointments from the eligibility list will be equal to the percentage of qualified applicants for that examination who are women." Where women exceed 50% of the applicants, they will be appointed at a rate not less than 4/5's of the application rate of women.

An appointment goal of 25% was agreed to for all assistant superintendent positions and area superintendents. A 50% appointment goal was established for other administrative positions including coordinators, directors, supervisors and specialists. These recruitment and hiring goals will remain in effect for the 10 year duration of the agreement, or until 50% of the individuals in the targeted job classifications are women, whichever occurs first.

The agreement expressly provides that the district is not required to hire any unqualified applicants in order to reach the goals, but must bear the burden of justification for not attaining any on an annual basis.

In return for adopting these goals, the district limited its liability for backpay and other forms of relief that may have been legally available to successful plaintiffs. Plaintiff attorneys also agreed to participate in the defense of the agreement against others who may seek to challenge it in the future.

Whether an employer may adopt an affirmative action plan including numerical goals or ratios in the absence of prior findings of unlawful discrimination has stirred considerable debate in recent years. For this reason, the Los Angeles agreement provides that the district is authorized to petition the court for modifications of the agreement should such affirmative action components be subsequently ruled unconstitutional as an unlawful preference or reverse discrimination.

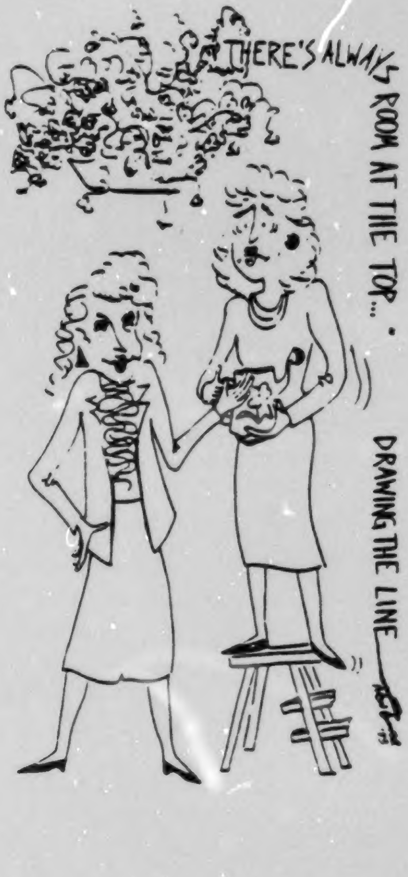
EEOC Guidelines

Until that debate is resolved, guidelines issued by the Equal Employment Opportunity Commission governing the adoption of voluntary affirmative action programs may prove helpful to school districts as well as private employers. Under these guidelines an employer may proceed without fear of an EEOC finding of reverse discrimination in certain circumstances assuming the satisfaction of various conditions (see 29 CFR 1608).

Voluntary affirmative action plans are appropriate in the following circumstances:

(1) where an analysis of current policies reveals facts constituting actual or potential adverse impact resulting from existing practices; (2) where a comparison between the employer's workforce and the area labor force reveals the effects of prior discriminatory practices; or (3) where the pool of qualified minority applicants has been artificially limited due to historic restrictions imposed by employers or labor organizations. In order to be satisfactory, the voluntary affirmative action plan must contain three elements: (1) a reasonable, written and dated self-evaluation; (2) a reasonable basis for concluding action is appropriate; and (3) reasonable action.

In reviewing a plan for its reasonableness, the following considerations will be taken into account by the EEOC: (1) whether the plan is tailored to resolve the problems identified in the self-analysis and/or ensure the system will operate fairly in the future; (2) whether it avoids unnecessary restrictions on opportunities for the workforce as a whole; (3) whether it limits the use of race-conscious provisions to only such periods as may be necessary to achieve the plan's objectives; and (4) whether the goals and timetables are reasonably related to the condition to be corrected, the availability of qualified applicants, and the number of opportunities expected to be available.


THERE'S ALWAYS ROOM AT THE TOP...
DRAWING THE LINE

These guidelines are similar to the standards articulated by the Supreme Court in approving an affirmative training and promotion program voluntarily adopted by a private employer to correct manifest racial imbalance in traditionally segregated job classifications in **United Steel Workers v Weber.** Whether public employers are governed by the same standards has not been authoritatively established as of yet, although several cases granted review by the Supreme Court during the 1982-83 term may clarify this issue for school districts as well as other public employees.

If more progress is to be realized in the next ten years school districts will have to undertake systematic measures such as those underway in Los Angeles and Cobb County to ensure that women have acess to administrative positions and mobility to climb the ladder.

Chuck Vergon

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From the Desk of the Director

(continued from page 1)

the predecessors of today's Black school superintendents. Their story has a personal meaning for me, since as a child growing up in Lousiana, I was privileged to observe my father in that role. He was appointed a Jeanes supervisor in 1920 and served until his retirement in 1952. He and others served as mentors, sponsors, role models and advisors to students interest in careers in education.

This issue of **Title IX Line** is not intended to cause despair and gloom, but to make us all aware of some helpful strategies to reduce the waste of human potential and negative modeling that exist in keeping women from positions of authority. At CSES we have been working with school personnel, school boards, parents, students and related education agencies to encourage them to consider sex equity in choosing administrators.

BOX SCORE ON WOMEN ADMINISTRATORS

Compiled by

Betty Rankin-Widgeon

Superintendents

National	Men	%	Women	%
(1983)	15,474	98.4	253	1.6
Region V				
Illinois	1,017	98.7	13	1.3
Indiana	303	99.3	2	.7
Michigan	575	99.0	6	1.0
Minnesota	433	98.4	7	1.6
Ohio	610	99.0	6	1.0
Wisconsin	424	97.2	12	2.8

From this data, we see that no state in the Great Lakes region has more than 3% female superintendents, an imbalance far beyond the 80% - 20% guideline that is frequently used in determining sex stereotyped jobs. In addition, given the fact that 66% of the nation's teachers are women, it is hard to believe that a qualified applicant pool is lacking.

Women are the least represented in the roles of Superintendent, Director of Data Processing, Secondary School Principal, Director of Transportation and Assistant Superintendent. They appear in most balanced numbers in the roles of Subject Area and Elementary School Consultant, Elementary School Supervisor, Subject Area Coordinator, and Supervisor of Special Education. These positions, however, are frequently part time, funded on grant money, paid on teacher, rather than administrator scale, or part of the teacher bargaining unit in union contracts.

The male-dominated positions are often the best paid jobs in the district.

All Administrative Titles

Michigan (1981)	%Male	%Female
Superintendent	98.6	1.4
Assist Superintendent	93.9	6.1
Finance or Business	94.1	5.9
Instruction	70.3	29.7
Plant and Facilities	84.9	15.1
Employed Personnel	85.0	15.0
Research	75.3	24.7
Principal, Secondary	96.5	3.5
Principal, Elementary	78.6	21.4
Assist Principal, Secondary	88.1	11.9
Assist Principal, Elementary	64.9	35.1
Consultant, Subject Area	34.5	65.5
Consultant, Elementary	27.7	72.3
Consultant, Secondary	63.0	37.0
Coordinator, Subject Area	54.9	45.1
Supervisor, Elementary	50.9	49.1
Supervisor, Secondary	65.7	34.3
Special Education, Director	73.5	26.5
Consultant, State/Fed Programs	63.4	36.6
Community School Director	86.9	13.1
Director, Vocational Education	89.7	10.3
Director, Data Processing	96.7	3.3
Director, Transportation	96.2	3.8
Director, Adult Education	75.6	24.4
Supervisor, Special Education	59.7	40.3

Sources: The American Association of School Administrators, and the Michigan Department of Education.

Do we have your correct address? _____change _____delete _____add

Name and Title ____

Organization ____

Address ____

____ Zip ______________

Please send to: Mailing List,
CSES, SEB 1046
University of Michigan
Ann Arbor, Michigan 48109

MATERIALS AVAILABLE

The following materials are still available in limited quantities. If you would like to request a copy write to CSES, SEB 1046; University of Michigan; Ann Arbor, Michigan 48109.

"Remember the Ladies!" A Handbook of Women in American History
Handbook of Training Activities to Combat Sexism in Education
Breakthrough (Issue dovoted to "Effective Schools")
Multiethnic Calendar (Sept. to June, 1982-83)

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School of Education
Ann Arbor

Center for Sex Equity in Schools

Vol. III, No. 3. Summer 1983

FROM THE DESK OF THE DIRECTOR

Charles D. Moody, Sr.

Sex equity in education is not an issue that arrived on the scene with the passage of Title IX, nor is it one that is restricted to the United States of America. This issue of **Title IX Line** is devoted to giving its readers an historical view of one aspect of the struggle for sex equity in schools, namely, the development of coeducational schools in the United States, as well as presenting a **comparative analysis of sex equity in the U.S. and Great Britain** by examining some of the legal and programmatic approaches, strategies, and policies in the two countries.

The idea for this issue of **Title IX Line** was the result of a two-week visit to PEO/CSES by an educator from Great Britain, Ms. Kate Myers. On November 1, 1982, I received a letter from Ms. Myers expressing her interest in visiting the Center to study its approaches, strategies, research, and program models used in addressing sex equity. She was also interested in examining the policies and other resource materials that would give her a view of Title IX from a national perspective. Arrangements were made for her to visit during the weeks of May 22 to June 4. In the meantime, Ms. Myers began to send us materials on her sex equity program at the Inner London Education Authority.

During her visit, Ms. Myers attended (1) an All City Guidance Counselors Conference in Chicago; (2) The Training of Trainers workshop for a sex equity pilot training model in Region IV in the Detroit Public Schools. This model is to be implemented in the Fall of '83; and (3) The Model Sex Equity Project for Teachers of Mathematics, Science, Social Studies and Language Arts in Cleveland Heights/University Heights, Ohio.

Ms. Myers also interviewed members of the PEO/CSES staff as well as gave interviews to staff. Her visit culminated with her seminar on May 31 discussing Sex Equity Programs in Great Britain.

This exchange with Ms. Myers was a rewarding, enlightening, and enriching experience for all of us who had an opportunity to interact with her. Because of its impact on staff, we want to share some of those experiences with you via this issue of **Title IX Line.**

Title IX Line is a periodic publication of The Center for Sex Equity in Schools, a desegregation assistance center funded by the U.S. Department of Education pursuant to Title IV of the 1964 Civil Rights Act. The contents, however, do not necessarily reflect the position of policy of the Department of Education and no endorsement should be inferred.

MEET KATE MYERS

Advisory Teacher for Sex Equity: Inner London Education Authority

The tradition of learning from foreign travel has long been a valued form of education for both women and men from the privileged classes in the United States and Britain. The grand tour and its modern backpacking equivalent may be seen as a rite-of-passage into maturity for the traveler, while books as diverse as Boswell's **Hebrides Diaries** and Gertrude Stein's **Autobiography of Alice B. Toklas** give us insight into the lives of people living in faraway places.

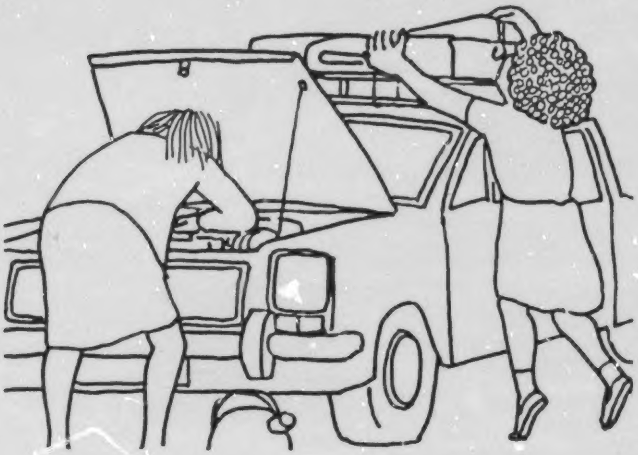
Sometimes the visitor from abroad presents us with an opportunity of looking at ourselves in a new light. Alexis de Tocqueville's 1830 account of his travels in America is a well-known example. When fresh perceptions are combined with keen powers of observation and a willingness to discuss attitudes and assumptions, the foreign visitor provides a meaningful and stimulating experience for her hosts. Such was the case with **Kate Myers'** recent visit to the Center for Sex Equity in Schools.

Kate Myers came to us after a year's correspondence about sex equity issues. Her work with the Schools Council, an organization jointly funded by the central government and local school districts charged with developing curriculum plans and examinations, detailed her to identify and promote noteworthy sex equity programs in the Inner London schools. The Schools Council has since been discontinued, but Ms. Myers will continue her work with the Inner London Education Authority upon her return, helping develop policies, presenting workshops for administrators, teachers, students and parents, and disseminating information about sex equity programs. Her current post as Advisory Teacher for the I.L.E.A. is roughly equivalent to that of a Title IX Coordinator in the U.S.

"My trip was designed specifically to visit the U.S. Sex Desegregation Assistance Centers," says Ms. Myers. "We have nothing like regional centers in Britain. A lot of work has been happening, but until recently there has been no coordination of it. A large part of my work has been to get them to be aware of each other and help them to share ideas." Her four-month trip has been supported by the Department of Education and Science (similar to the U.S. Department of Education) and the Inner London Education Authority. Sojourns have included the Mid-Atlantic Center for Sex Equity at The American University, New York and Boston Public Schools, CSES in Ann Arbor (including several active large city districts), Far West Laboratory for Research & Development, and Projects Equals in California.

Title IX Coordinators, or their equivalent, are also a rarity in Britain. Of the 105 Local Educational Authorities in England and Wales (Scotland has a separate educational system), only two have a full-time sex equity staff member. A handful of other authorities are considering appointing staff or have promulgated policy statements in support of sex equity.

On the other hand, in a recent survey of the 1,000 London Schools, Ms. Myers, working with Peter Mortimer and Angela Coulter of the I.L.E.A. Research and Statistics Department, found that 82% of the schools' head teachers reported they had discussed sex stereotyping in their schools, and 29% found sex stereotyping to be a problem. These statistics are higher than we would expect in a comparable U.S. survey. The London survey also identified 106 people who had some work responsibility in promoting race and sex equity and 25 people who had part-time responsibility in gender alone. Results were most positive from girls' and mixed schools. Boys' schools, which are legal in Britain, were more likely to rate sex equity as not a problem.

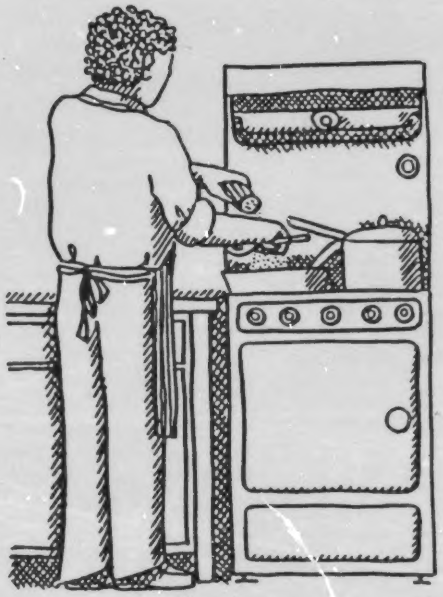


Single-sex schools, according to Ms. Myers, are not seen as great cause for alarm. The de facto separation of girls and boys in mixed schools due to imbalanced course choices and career options, and the possible increased achievement of girls in single-sex math and science classes are cited as reasons to concentrate efforts on other aspects of promoting sex equity. More important to her are efforts toward improving the ways students are helped with making course selections, developing fair textbooks and curricula, keeping teacher-student interactions free of sex bias and sexual harassment, and establishing an equitable work environment for skilled applicants.

Are there any recommendations Ms. Myers will make to English and Welsh schools as a result of her trip to the U.S.? "Several," she says confidently. "Having somebody with a specific responsibility for sex equity at both the administration and the school level gives the framework for the possibility for change. At the school level Women's History Week provides a focus that we don't have. We need to pay more attention to computers, and we need to involve minorities more in sex equity policy making, both because it is morally right and because we have so much in common."

Some of the English and Welsh programs that seemed significant to us are described in this issue. Ms. Myers also assisted us in compiling a checklist of similarities and differences in sex equity programs on both sides of the Atlantic. Our two weeks of nonstop discussion have prompted us to learn more. We thank Kate Myers for this opportunity to learn more about ourselves and about sex equity in England and Wales.

☐ **Eleanor Linn**



COMPARING SEX EQUITY IN THE U.S. AND IN ENGLAND AND WALES

SIMILARITIES

	United States	England and Wales
Subject Choice:	High School students may choose elective courses. Most vocational programs, math and science classes are predominantly of students of one sex. University level enrollments accentuate this trend.	At secondary school level, females have disproportionate enrollment in literature, foreign languages, business studies and biology. Males study maths, physics, chemistry and traditional masculine crafts. University level enrollments accentuate this trend.
Textbooks and Resources:	Many textbooks, filmstrips, programmed learning materials and other resources underrepresent women, show them in stereotypical ways, employ sex-biased language and visuals.	Resource materials often employ stereotypical interpretations of nontraditional female historical role models, underrepresent women, and employ sex-biased language and visuals.
Role Models	Elementary school teachers are disproportionately female. Principals and other administrators are even more disproportionately male. This imbalance is increasing.	Primary school teachers are disproportionately female. Head teachers are disproportionately male, though many females head girls' schools. Each Local Education Authority has a Chief Education Officer. There is one female C.E.O.
Career Differentials	Women are highly represented in a small number of low paying service-oriented occupations. Women earn 61¢ for every $1 earned by men in comparable jobs. School personnel practices generally conform with this trend.	Women are highly represented in a small number of low paying service-oriented occupations. Women earn 73 pence for every 1 pound by men in comparable work. School personnel practices generally conform with this trend.
Hidden Curriculum	Teachers give boys much more attention and encouragement in classroom interactions in recommendations for special programs and duties, and through out-of-class conversations.	Teachers give boys much more attention and encouragement in classroom interactions in recommendations for special programs and duties, and through out-of-class conversations.
Ethnic Minorities	Multicultural programs and resources, when infused into the curriculum, tend to focus primarily on minority males and eliminate or stereotype references to females.	Multicultural programs and resources when infused into the curriculum, tend to focus primarily on minority males and eliminate, or stereotype references to females. Highly represented minorities include Carribeans, Germans, Asians, Blacks, Catholics and Jews. (See article on page 6).

COMPARING SEX EQUITY IN THE U.S. AND IN ENGLAND AND WALES

DIFFERENCES

	United States	England and Wales
Legal	Title IX stipulates areas it covers and need for Title IX Coordinator in every school district. E.E.O.C. monitors compliance. Test cases set precedents. No Constitutional separation of church and state. No religion may be taught in public schools	The Sex Discrimination Act has no similar provision. Only one sex equity case has reached court. No separation of church and state. Religion is only subject mandated by law. Other subjects taught to conform with examination system.
Regional Resources	Each State Department of Education has sex equity staff member and vocational sex equity staff member. Each region has Sex Desegregation Assistance Center.	No regional level sex equity staff. Equal Opportunities Commission does publish school materials, conduct research, and hold national conferences.
Organization of Schools	All public schools are coeducational.	Single-sex and coed schools exist in same school districts.
	Compulsory education from age 6-16. No universal public daycare facilities for preschool children.	Compulsory education from age 5-16. No universal public daycare facilities for preschool children, but one additional year of assistance for working parents.
	Separate vocational schools and school districts in many states.	Vocational subjects generally taught after students leave secondary school.
	Athletics programs have considerable community support. Extra pay for coaches. Administrators often hired from athletics staff.	Athletics programs have less importance. P.E. teachers coach teams at no extra pay. Coaching is not seen as a road to promotion in the school hierarchy.
Student Dress Codes	Dress codes are usually general in nature, must be equitable by gender.	Uniforms are required in most schools. In many of these, girls may not wear trousers.

☐ **Kate Myers**

Sex equity vs. cultural differences: the line between

The advocate of equal opportunity for girls and women often finds her/himself in the sensitive postion of championing a cause which may be in conflict, apparent or otherwise, with cultural, ethnic and/or religious beliefs of certain minority groups. Indeed, discussion is frequently heard in sex equity circles throughout the United States on the involvement, or lack thereof, of ethnic minorities in the women's movement. Two questions invariably surface: Does participation by minority women threaten or in any way weaken their ties with efforts at intercultural unity, such as for black women, the Black movement? Do sex equity advocates carelessly and insensitively interfere with religious or other traditionally prescribed roles?

Like the U.S., England is home for a growing number of ethnic and religious minorities. A recent survey of London schools noted as many as 60 different ethnic and/or religious backgrounds in a single jurisdiction[1]. The Inner London Education Authority (see article on page 2) is sensitive to the potential for conflict in dealing with notions of sex equity, and addresses this concern in a recent policy statement on educational equity for boys and girls.

The ILEA is proud of a tradition of respect for cultures of ethnic minorities. To the supposition that the views of certain ethnic and religious minorities on societal roles deny the need for equal opportunities at school, it posits that this is less the case than one might imagine. Underscoring that although "there may well be major differences" in cultural and familial relationships, the Authority feels that "it is by no means so certain that these [differences] affect to a great extent" attitudes about all aspects of an equity based education policy. It urges that schools and colleges would be wise to "keep themselves informed about the current views of those cultural groups and varied religious persuasions". And, given that cultures are dynamic, the Authority encourages an approach "in the spirit of understanding and cooperation". It views minority groups' attitudes toward women and girls as more often based on traditional, as opposed to strictly religious grounds, and therefore open to discussion and possible change. In addition, the Authority notes that some ethnic minorities reject the underlying implication that the culture of the indigenous white society is less sexist than their own.

The key to harmony on these issues may lie in prioritizing, or focusing upon one basic and generally agreed upon area. Curriculum is one such area that the Authority sees as presenting less potential conflict between culturally diverse groups. It explains, "it is a mistake to take issue with religious communities over matters of dress when there is no basic conflict over curriculum as a whole".[2] In the same sense, such groups are less likely to oppose a common curriculum for boys and girls in academic subjects than in an area such as co-ed physical education.

Kate Myers, a staff member of the ILEA, sees England wrestling with the question of sex equity's effects on other concerns of minority groups in much the same way as do advocates in the United States. She notes that although the British psyche must have been affected by the colonial heritage, it does not

NON-BIASED PICTURES

We hope you will take note of the cartoon-like illustrations scattered throughout this issue. These pictures are part of a set commissioned by the home economics teachers who participated in a sex equity in-service sponsored by the Inner London Education Authority (ILEA). The complete set of pictures depict men and women in non-traditional roles. An attempt was made to make the pictures multicultural and representative of various age groups as well.

Teachers felt that in this age of visual communication, a resource file of non-biased pictures would be invaluable in preparing worksheets for their students. They may also be the starting point for story writing or class discussions. It is difficult to encourage students to try new roles if they have never seen anyone of their race or sex in that role.

The response to these pictures has been very positive. Future plans include simplifying some of the drawings and adding to the number of illustrations. They could be printed as posters, stickers, or book illustrations. There also is a plan to develop a resource file of photographs depicting men and women of various ages and ethnic backgrounds in non-traditional roles.

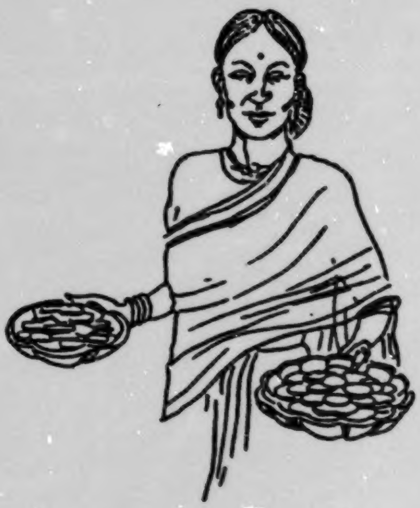
If a picture is worth a thousand words, these pictures may represent a very efficient and effective way of "spreading the word" in non-biased education.

☐ **Jacquie Terpstra**

share America's history of slavery or overt racial segregation. Ms. Myers believes in our "using each others strengths" as we try to work through our differences in workshops and inservices. One of her strategies she intends to enlist is to make strong contacts with minority women and utilize them to network with other minority group members.

England and Wales define their minority population in terms of both ethnicity and religious preference. They include Germans, Asians, Blacks, from all parts of the world, Catholics and Jews. The ILEA reports that it has been criticized by some ethnic minorities who point out that ethnic and religious concerns are often quite different and should not be equated.

☐ **Betty Rankin-Widgeon**



[1] Kate Myers, Informal Lecture on "Sex Equity Programs in Great Britain." Center for Sex Equity in Schools, The University of Michigan. May, 1983.

[2] **Equal Opportunities for Girls & Boys:** Report of the ILEA Inspectorate Working Party on the Provision of Equal Opportunities for Girls and Boys. (London: 1982).

RAISING AWARENESS THROUGH DRAMA

Recently this writer had the opportunity to attend a production of **Samantha Rastles the Women Question**, a dramatic presentation in which actress Jane Curry takes on the mannerisms, dress and speech of a 19th century woman discussing women's rights. Despite the brevity of the presentation, it seemed that more issues were raised than can often be covered in the usual 2-3 hour awareness workshop. This has caused me to become quite interested in programs that use drama to raise awareness.

In England and Wales some sex equity people have also found drama presentations to be a helpful introduction to awareness workshops. What follows are descriptions of some of those drama presentations, that are excerpted from **Sex Role Differentiation Project Team of London, England,** (November '82 and March '83), and from the **Inner London Education Authority Supplement.**

Women's Theatre in Education Group - London

The group's half hour theatre piece about roles played by women in the Second World War can be used as a starting point for discussion about women's employment.

Theater for Young People - York

The theatre has performed a play entitled, "Don't be Daft, Girl", to local junior schools (7-11 year olds). The group has produced an accompanying teacher's packet on sex role stereotyping and a children's comic book which is distributed to all pupils who see the play.

Committee of Manchester Association for Drama in Education - Manchester

The committee held a series of Saturday drama workshops in all four areas of the city aimed at the third year secondary age group (13-14 year olds) on the theme of sex stereotyping in society. Teachers were provided with a booklet containing follow-up suggestions to the Saturday workshops and, subsequently, the group has engaged in similar workshops for younger children - first year secondary (11-12 year olds) and top junior (10-11 year olds).

Theater for Girls - London

"Stepping Out" is a project/play suitable for girls/young women aged 10 and above. The play provides a series of thought-provoking sketches and songs with a structured project section where the girls can explore some of the ideas through role play and creative participation. Questions addressed include, "Do girls have the opportunities to step out and explore their full potential? Are young women encouraged to achieve both educationally and personally? How can we help girls build self confidence and self esteem?" and "Why are the images of women as mother, as emotional, sensitive, caring and giving contradictory to the images of women as strong, capable, logical, rational, humorous, independent, and ambitious? Why not complementary?"

Drama Curriculum Development Presentation - Manchester

A drama presentation illustrating the effects of sex stereotyping in the classroom was developed for a workshop. Conference participants were asked to "spot the sexism" as the play proceeded, and in an "action replay," comments from the audience were debated with the cast and adaptations made to the script so the sex stereotyping was eventually eliminated from the teachers' (and pupils') classroom practice. This was evaluated to be an excellent consciousness-raising activity which is recommended for school-based inservice sessions. The drama presentation was followed by two role plays which required the audience to address practical problems arising from introducing equal opportunities into the curriculum - the parents who can't see the value of home craft for their son, and the teacher who feels ill equipped to teach aspects of the course.

Langdon Park School - London

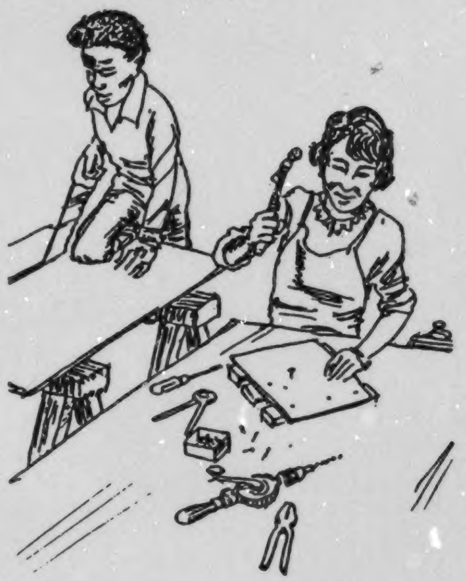
A conference was held for third-year students with the objective of making them aware of the options available to them, in the hope that they would not continue to study subjects traditionally regarded as being for boys or for girls. A role play packet was developed for teachers to use with small groups of students. The students acted out various situations which were faced by the principal character, Jane, who faced problems throughout school about being allowed to take particular subjects and after leaving school, was determined to become a motor mechanic. The student group was requested to try and resolve the problems Jane encountered in whatever way they thought appropriate.

Spectacle Theatre - South Wales

A play entitled, "Annie Takes Off: A Play for Seven Year Olds" is being performed in primary schools in South Wales. Aimed at seven year olds, it tells the story of Annie, an airline pilot, and aims to challenge assumptions about appropriate interests and careers for boys and girls. An accompanying teacher's packet suggests extensive follow-up work.

Student Drama Production; Acland Burghley - London

The drama production was planned to raise the issues of sexism and sex-stereotyping with parents and to both inform them and to involve them in the student's work. A joint parent/teacher discussion evening was scheduled, and a drama production performed by the students which revealed how children are subjected to sex stereotyping by parents, schools, and the media.



CSES has requested further information from the producers of these drama projects. If you are interested in receiving copies of materials we receive or a list of the names and addresses of the people who have produced them, please write to the CSES Drama Bank.

If you are using drama for sex equity awareness building, we are interested in hearing about what you are doing, and how it works. We would like to build a bank of information and would greatly appreciate any contributions of scripts, announcements or program descriptions. People contributing information will receive copies of all the materials that are submitted, so you can build your own bank.

☐ **Marta Larson**

CSES Drama Bank
1046 SEB
University of Michigan
Ann Arbor, Michigan 48109

INSIGHTS FROM CURRENT RESEARCH:
Sex Equity Programs For Parents in Great Britain and the United States

"One parent is worth a thousand teachers."

This ancient Chinese proverb reflects an awareness that parents are crucial for children's learning and socialization. It is particularly true in the area of sex-role development. As schools develop initiatives in sex equity, the fact that the home environment can facilitate and support these efforts must not be forgotten. Moreover, school-based programs that are designed to foster equitable sex-role development in boys and girls are not apt to be successful unless they enlist the aid and support of parents. A number of parent education programs have been developed in both Britain and the United States with this assumption in mind. Many of these programs have focused on sex equity in mathematics achievement.

These parental programs generally base their intervention on one of three models or some combination model. The three models are: 1) parents as role models, 2) parents as expectancy-socializers and 3) parents as teachers. The **role model** idea assumes that children learn social norms and sex-typed behavior by observing important individuals in their life (i.e. parents and teachers). If male and female models engage in different behaviors, then children should learn that different behaviors are appropriate for boys and girls.

Programs in America such as those of Linda Brody, Lynn Fox, and Diane Tobin[1] at Johns Hopkins University in Baltimore have increased females' math participation by exposing girls to female role models. These programs, however, have focused on models outside the home (e.g. teachers). Moreover, recent research by Jacque Eccles[2] at the University of Michigan suggests that parents' influence, especially mothers', stems from their position as expectancy socializers, not role models.

The **expectancy model** proposes that parents' attitudes toward their own and their children's abilitites can have important consequences for math achievement. The model suggests that parents communicate their expectancies for their children by acknowledging sons' abilities more than daughters', encouraging sons to attempt more difficult tasks and stressing the importance of math courses for boys, but not for girls. These messages are assumed to lead to differential self-concepts in boys and girls and differential achievement patterns. In line with this model, Elizabeth Fennema and her colleagues at the University of Wisconsin[3] have developed a program called "Multiplying Options and Subtracting Bias" that includes a parent workshop. The workshop attempts to get parents to recognize the problem of sex-role stereotyping of sons and daughters, change their attitudes and expectancies for boys and girls, and provide parents with specific strategies for reducing sex-role stereotyping in the home.

The third model assumes a more direct role for parents, relying less on socialization processes, and more on the **parent as teacher.** In this more traditional parent education model, the parents are trained to be informed and competent instructors to increase their children's achievement. While there are many parent education programs, two of the more notable ones concerning math achievement are "Sums for Mums" developed by Helen Roberts of Ilkley College in Great Britain and "Family Math" developed by the Math/Science Project at the Lawrence Hall of Science at the University of California, Berkley. Both these

(continued on page 15)

THE COEDUCATION DECISION IN U.S. EDUCATION

Kate Myers' visit to CSES and her account of the existence of state-supported single-sex schools in England and Wales led us to wonder how the United States had become a country of nearly exclusively coeducational public schools. Current history of education textbooks yielded little information. Neither did the Digest of Educational Statistics for 1970, just prior to the enactment of Title IX, present data on the number of single sex and coed schools, or the number of students attending them. We wondered how the decision had been made in this country to do away with single-sex schools.

In essence, we found the United States never had single-sex schools[1] except for the children of the wealthy, white elite in a few large cities. These were modelled on the schools of the English aristocracy. In separate establishments, they taught boys the traditional Latin curriculum in preparation for entrance into universities. Girls learned reading, writing and the arts.

Public education became more widespread in the 1830's with the rise of the Common School, a public elementary school attended predominantly by white girls and boys from the middle and lower classes.

Conflict over the coeducation issue erupted with the initiation of secondary education. Many towns and cities refused to support secondary schools, claiming them to be an unneeded expense.[2] (A notable case was in Kalamazoo, Michigan in 1874.) Others hotly debated the worth of educating women.[3] Questions were raised about their moral and physical strength and their need to acquire knowledge past the basics. Proponents of coeducation claimed girls a moderating factor on the rowdiness of boys or saw no harm in the process of educating them.

Dr. E. Clark, in an often-quoted diatribe against coeducation[4] raised the analogy of the lily and the rose that need different soil to flourish. His argument was, of course, similar to the now-repudiated "separate but equal" doctrine. He showed little concern for the establishment of equally fine schools for young women, thus revealing his underlying bias.

However, by 1891, when still less than one percent of the U.S. population aged 14-17 attended high school,[5] 59.7% of those students were young women.[6] In a survey that year conducted by the U.S. Department of Education, only the large cities in the East, white schools in a few Southern cities, Chicago, Denver and San Francisco reported having any single-sex secondary programs.[7] Smaller cities and rural areas reported virtually no single-sex schools. Southern Black schools were also coeducational. The move toward coeducation coincided with the massive employment of women teachers (66% in 1891 as in 1982), the bureaucratization of the male-dominated higher levels of school administration, and the formation of licensing and accreditation boards. The modern education system was essentially in place.

The high school curriculum as we know it, however, was not yet established. The Standard Single Curriculum, codified in 1892, which set out one course of study for all students, was nearly universal. It could be used as college preparation or as terminal education for the few students who went to high school at all. As a result, the de facto separation by gender that exists today through course choice and differentiated programs did not yet exist. We may assume, however, that the hidden bias of rosters, textbooks, prizes and seating arrangements were present, but unnoticed.

By 1903, 96% of the elementary school population and 95% of the secondary school population were in coed schools[8], though high school enrollment in terms of the eligible population was still less than 30%.[9] In that year, we also see evidence of concern over the fact that women in university programs were heavily represented in the few courses of study (English, history, natural sciences) that led to stereotypically female careers.[10]

With the advent of World War I and the realization that many new immigrants needed to be absorbed into the U.S. population, the U.S. Department of Education's commitment to coeducation changed drastically. The Smith-Hughes Vocational Education Act of 1917 established secondary level training programs in technology primarily for males.

(continued on next page)

COEDUCATION DECISION *(continued)*

The 1918 Reorganization of Secondary Education saw citizenship, family values and morality as the major goals of the schools. Single sex physical education courses were instituted and home economics became a required subject for girls in most states. The beginning of the tracking system further separated students by economic class, race and gender. The Comprehensive High School movement of the 1950's served to accentuate this trend. Schools often remained coeducational, but students found themselves in separate programs.

In recent years, the single-sex coeducation issue has again been debated. Several post-Title IX American studies present contradictory data on the achievement levels of students in single-sex or coed settings.[11] Most have been done in private or parochial schools and are not easily transferable to the public school setting. Many focus on higher education. Some researchers question the ability of girls to transfer their single sex environment learning to mixed settings. Others see the importance of interaction between the sexes for gaining trust and understanding as an overriding factor. Kate Myers corroborates our doubts about resolving the single sex coed issue, stating that the research in England is also inconclusive and not generalizable. Still, though we are unable to come to any firm conclusions, our brief glimpse at Britain has made us explore some of our own national assumptions and has led us to understand that coeducation does not automatically mean sex equity.

☐ **Eleanor Linn**

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[1] Gerald Gutek, **An Historical Introduction to American Education** (New York; Thomas Y. Crowell Co., 1970), pp. 49-61; Patricia Sexton, **Women in Education** (Bloomington, IN: Phi Delta Kappa, 1976), p. 41-47.

[2] Gutek, **An Historical Introduction to American Education**; pp. 77-78. Michael B. Katz, **Class, Bureaucracy and Schools: The Illusion of Educational Change in America** (New York: Praeger, 1975), pp. 56-104.

[3] A. Tollman Smith, "Coeducation of the Sexes in the United States," in **Report of the Commissioner of Education** (Washington, D.C.: 1891-92) 2: 783-862.

[4] Reprinted in the above source pp. 839-40.

[5] Michael B. Katz, **History of Compulsory Education Laws** (Bloomington, IN: Phi Delta Kappa, 1976), p. 23.

[6] Smith, "Coeducation of the Sexes..."p. 797.

[7] Ibid., pp. 784-791.

[8] Anna Tollman Smith, "Coeducation in the Schools and Colleges of the United States," **Annual Reports of the Department of the Interior, Commissioner of Education** (Washington, D.C. 1903) 1: 1048.

[9] Katz, **History of Compulsory Education Laws**, p. 23.

[10] Ibid., pp. 1069-70.

[11] Wm. Cornelison, "A Comparitive Study of Academic Achievement and Social Adjustment of High School Students in Relationship to their Attendance at Coeducational and Single-Sex High Schools" (Ph. D. dissertation, U.S. International University, 1973.)

E. Kernkamp and E. Price, "Coeducation May be a No-No for the 6-Year Old Boy," **Phi Delta Kappan** 53 (June 1972): 662-3.

E. Price and R. Rosemier, "Some Cognitive and Affective Outcomes of Same Sex Versus Coed Grouping in First Grade," **Journal of Experiential Education** 40 (Summer 1972): 70-7.

F.W. Schneider and L.M. Coutts, "High School Environment: A Comparison of Coeducational and Single-Sex Schools," **Journal of Educational Psychology** 74 (December 1982): 898-906.

Edison Trickett, et al, "Independent School Experience: Aspects of the Normative Environments of Single-Sex and Coeducational Secondary Schools," **Journal of Educational Psychology** 74 (June 1982): 374-81.

BRITAIN'S SEX DISCRIMINATION ACT: HIGHLIGHTS AND COMPARISON WITH TITLE IX

The Sex Discrimination Act of 1975 represents comprehensive legislation prohibiting discrimination on the basis of gender in England. It bans discrimination in education, employment, and the provision of goods, facilities, services and premises. Its coverage of education makes it England's conterpart to the United States' Title IX of the Educational Amendements of 1972.

Discrimination Defined and Educational Establishments Covered

Generally, SDA defines discrimination as treating an individual less favourably because of her or his gender. This includes applying a requirement or condition which has a disproportionate adverse impact on one sex where the condition cannot be adequately justified. Specifically, in terms of education, the Act forbids discrimination in the acceptance of applications; terms of admission; and the granting and way of affording access to any benefits, facilities or services. It also imposes a duty on public sector schools to secure facilities and provide ancillary benefits or services without sex discrimination.

These prohibitions apply to authorities responsible for maintaining local educational establishments, proprietors of independent schools, and governing bodies of universities. Expressly excluded from coverage as to admissions are single-sex schools or ones with small other-gender populations, and those schools where other-gender representation is limited to a particular course of study. Boarding schools and schools making transition to coeducational status are also exempted.

There are substantial similarities between SDA and Title IX in terms of what is prohibited in general and the exclusion of single sex secondary schools from coverage as to admissions. SDA, however, unlike Title IX, prohibits individuals rather than organizations from taking certain actions, and applies to both governmentally supported and privately operated educational establishments. Nor consequently do the provisions of the SDA apply only to those programs receiving financial assistance from the government, as may arguably be the case with Title IX. Finally, SDA acknowledges an adverse impact test of sex discrimination analogous to the test applicable under the U.S. Equal Employment Opportunity Act, but not applicable to educational policies and practices generally under Title IX according to some authorities

Besides the specific education-related exemptions, SDA also recognizes general exceptions from antidiscrimination provisions in the case of certain charities, sports, insurance policies based on actuarial tables, training, national security and actions taken under express statutory authority. Neither Title IX nor other U.S. civil rights laws incorporate a similar range of express exemptions or exceptions, although some have been recognized or contended for thorough interpretation and/or litigation.

Monitoring and Enforcement

An Equal Opportunities Commission was created by the SDA "to work toward the elimination of discrimination, promote equality of opportunity and review the working of the Act and the Equal Pay Act." To accomplish these purposes, the Commission is authorized to undertake research and educational activities, conduct investigations, and prepare reports with recommendations to individuals or the Secretary of State regarding changes in policies or procedures necessary to overcome discrimination.

(continued on next page)

If after a formal investigation the Commission concludes that a person is violating the Act, it may issue a non-discrimination notice requiring that person to cease such acts and inform the Commission and other affected persons of changes in the challenged practices or arrangements. The non-discrimination notice may be appealed by the educational establishment to a court. In the event the terms of a valid non-discrimination notice is not complied with or are violated within five years of its issuance, the Commission may then seek a court order requiring compliance. Individuals also may initiate civil proceedings for breach of statutory duty or tort provided they do so generally within 6 months of the alleged discriminatory act. Under terms of the Act, in most instances, both the individual taking the discriminatory action and his or her employer may be held liable.

Individuals bringing such actions may request assistance from the Equal Opportunity Commission, which, depending on the principle involved and the complexity of the case, is authorized to give advice, attempt to secure a settlement, arrange for representation by a solicitor or counselor or provide comparable services. The Commission may recover the cost of such assistance out of the award ultimately awarded the complaining party as a result of his or her suit.

The Equal Opportunity Commission is somewhat analogous to the Office for Civil Rights in the U.S. Department of Education which has responsibility for monitoring school district compliance with Title IX. OCR, for instance, may issue letters of non-compliance based on systemic reviews or individually-initiated complaints. If not voluntarily resolved, OCR may initiate administrative proceedings against the offending educational establishment.

The Role of Law in Achieving Equity

Although a private right of action is provided under the SDA, there has been relatively little litigation involving educational agencies in England. This is compared to the experience in the U.S where Title IX has served as legal authority for over 60 reported federal cases. At least some commentators attribute the limited resort to litigation as characteristic of the English people, as well as a reflection of some of the inherent limitations in the Act itself, or how it has been interpreted in the one significant case decided to date. In that case, the judge reportedly accepted the contention that "equal provision" meant "equivalent." Thus, holding that "providing cookery for girls was equal to providing woodworking for boys." Whatever the reason for the lower level of litigation, it has effectively limited the clarification of the provisions of the SDA and reflects a lesser reliance of legal leverage than educational persuasion in bringing about change.

Whether this is advantageous or disadvantageous is not particularly relevant. What is pertinent is that different approaches and strategies may have to be employed in England and the United States to realize the greatest degree of sex equity possible. The difference, however, is probably not as great as some would suggest. Since most Americans do not have the resources necessary to pursue legal recourse and Title IX is not without its own legal shortcomings, on both sides of the Atlantic we must learn how to help school authorities see the importance of sex equity for males and females alike and find the means by which this goal may be effectively achieved. The law serves only to focus organizational attention. The implementation of legal mandates and realization of change is inevitably left largely to inspectors and administrators, teachers, students, and the community.

☐ **Chuck Vergon**

INSIGHTS *(continued from page 10)*

programs involve teaching parents math concepts with the hope that they will then teach their children the concepts or at least be prepared to help with homework assignments. The programs provide activities for the parents to use in the home with their children. The focus is on the application of math to everyday life including the areas of work, community, leisure, consumerism and aesthetics.

Beyond improving parents' actual skills in math, these programs focus on parents' attitudes toward math and their math self-concepts. They also provide parents with an understanding of the school math curriculum. In effect, these direct instruction models incorporate all aspects of parents as role models, expectancy-socializers and teachers. By having the parents actually involved in teaching math and discussing math with their children, the child observes both parents working with math. Both boys and girls are provided with a good female role model because mothers make up most of the program's participants. At the same time, the program's attempt to have the parents treat both sons and daughters equitably and have equal expectations for them. The research on all these programs has been promising, showing positive results for both boys and girls, demonstrating the importance of involving parents in the process of sex equity education.

☐ **Paul R. Pintrich**

[1] Fox, L.H., Brody, L. and Tobin, D. **Women and the Mathematical Mystique** (Baltimore: Johns Hopkins Press, 1980).

[2] Eccles-Parsons, J., Adler, T. and Kaczala, C. "Socialization of Achievement Attitudes and Beliefs: Parental Influences," **Child Development** 53 (1982): 310-321.

[3] Fennema, E., Becker, A.D., Wolleat, P.L., Pedro, S.D. **Multiplying Options and Subtracting Bias: An Intervention Program Designed to Eliminate Sexism From Mathematics Education** (Reston, VA: Material Council of Teachers of Mathematics, 1981).

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Ann Arbor, Michigan 48109

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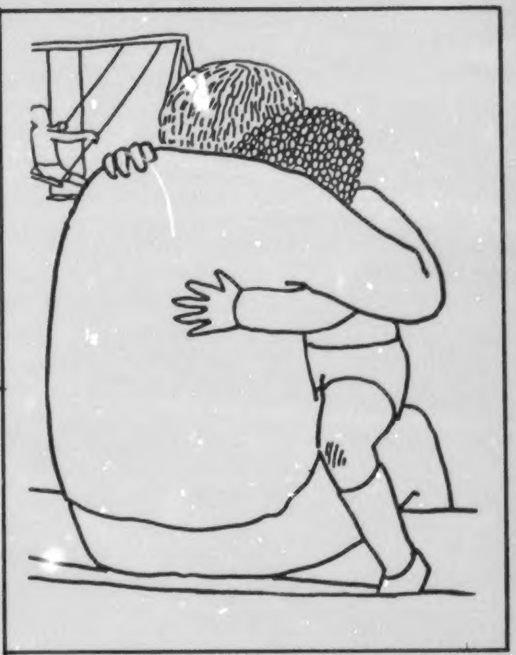

Title IX Line

Center for Sex Equity in Schools

The University of Michigan
School of Education
Ann Arbor, Michigan 48109

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The University of Michigan
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Center for Sex Equity in Schools

Vol. IV, No. 1. Fall 1983

FROM THE DESK OF THE DIRECTOR

Charles D. Moody, Sr.

Sexual harassment is an issue to be taken seriously, whether it occurs in the workplace, in the schools or some other setting. Because of the gravity of the matter and psychological, social, legal and economic impact it can have, we are addressing sexual harassment in this volume of **Title IX Line.**

Sexual harassment, like many other phenomena, raises several questions:

- Is it something new?
- Is it occurring more frequently?
- Are we more sensitive to and aware of it?
- Are we better able to identify and label acts of sexual harassment?

Sexual Harassment is NO Laughing Matter!

Regardless of whether the seemingly dramatic increase in this phenomenon is due to all or any one of the above concerns, it is our responsibility to develop programs, policies and plans that will reduce, if not eliminate, sexual harassment in the workplace and the schools.

As a sex equity center, we have taken a great deal of time to research this issue, to identify resources, and to present this topic in the most objective manner possible. Far too often sexual harassment has been passed off by some of us by saying, "Oh, that's just the way it is;" "The person being harassed asked for it;" or "He/she enjoys being harassed." No one enjoys being harassed. Sexual harassment can be perpetrated by either gender. However, because men in our society have historically and traditionally been in the seats of power, the greater number of identified cases of sexual harassment have been perpetrated by males against females. It is not our intent to debate or try to place blame on any group, but rather identify resources, and policies and programs that will facilitate our ability to work and study in the least restrictive environment. We must develop a climate that will allow all of us to reach our full potential as productive, contributing members of society.

The people responsible for the production of this volume of **Title IX Line** made every attempt to present their writing in a manner that you would find helpful to you, in your school. We hope it will raise everyone's awareness of the seriousness and counterproductiveness of sexual harassment.

WHAT IS SEXUAL HARASSMENT?

While the term sexual harassment may be relatively new to your vocabulary, the concept is probably something you have known about in some way for a long time. Psycholinguistic studies have demonstrated that when behaviors have no generally-accepted names, they are difficult to talk about, study or attempt to change. Thus, in developing a common definition of sexual harassment, we are working toward providing a linguistic tool to assist otherwise vulnerable individuals.

The word harassment comes from the medieval French, harer, meaning literally "to set a dog on someone." Its common dictionary definition is "to annoy persistently." In general, ordinary human interaction allows sufficient communication between sender and receiver for both parties to know whether or not a given behavior is annoying. Persistent annoyance, then, only happens when the normal channels are broken: one party does not send messages of annoyance or the other party ignores them. Hostility usually mounts in the victim. The perpetrator may be unaware, uncaring, or may actually feel gratified from the power involved. Hence probably the origin of the analogy to a dog, who cannot be appealed to on a human basis. If the victim has recourse to a viable form of power, he or she can manage to stop the perpetrator's annoying behavior. If the victim is powerless, the situation may continue.

By definition, then, harassment implies an imbalance in the power between the two people, with the harasser always having the greater control. Thus whether the harassment is physical, psychological, racial or sexual, it is inequitable and an unfortunate way for a person to exercise power. When harassment is of a sexual nature, it is most frequently a matter of male control over females. This leads us to classify it as a sex equity issue.

Legal Definition

The Equal Employment Opportunity Commission published a definition of sexual harassment in the November 10, 1980 **Federal Register,** which has become the generally accepted legal guideline. It states that:

> "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
>
> a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
>
> b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual;
>
> c) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

Title IV, Title VII and Title IX indicate that educational institutions have a responsibility to protect students and staff from sexual harassment. A school district then would be wise to incorporate into its policy a definition of sexual harassment that includes both employment and education. The article on p. 6 gives a sample school policy on sexual harassment.

Working Definition

Unfortunately, the legal definition is not sufficient in helping groups decide whether or not a given situation is indeed sexual harassment. In a 1981 study conducted by the **Harvard Business Review,** participants were given the EEOC guidelines and a series of workplace vignettes. They were asked to rate them as harassment, possible harassment, or not harassment. Although agreement was high on such extreme behaviors as constant pinching, poor evaluation as a consequence of a refused sexual offer, or loss of promotion as a consequence of breaking off an affair, participants substantially disagreed by sex on whether constant eyeing, daily sexual remarks, or repeated requests for dates constituted sexual harassment. Decisions appear to be based on a disparate interpretation of part c) of the guidelines, whether these behaviors do "substantially interfere with an individual's work performance, or create an intimidating, hostile or offensive working environment." In general, women say they do, many men say they do not. The results of this study may help us with better defining school situations.

A frequently raised example is the complaint of a female student subjected to sexual remarks by students or the teacher of a predominantly male class. She claims that the environment is offensive and that her rising hostility interferes with her ability to perform well. The remark maker claims he is joking and that such language is part of the usual working environment. If a grievance is filed, the gender composition of the appointed decision-making committee is likely to determine its outcome. A school district that consistently supports the "he's only joking" or "that's the way it's always been" point of view, may well be inhibiting the academic potential of its female students and staff.

Another comment frequently heard is that victims of sexual harassment secretly enjoy the attention they get and delight in their power of rejection. This statement is rarely made in a serious tone of voice, and reveals more about the speaker's tendancy to belitte the perceptions of people who feel victimized, than it is a truth drawn from psychology.

Psychological Descriptions

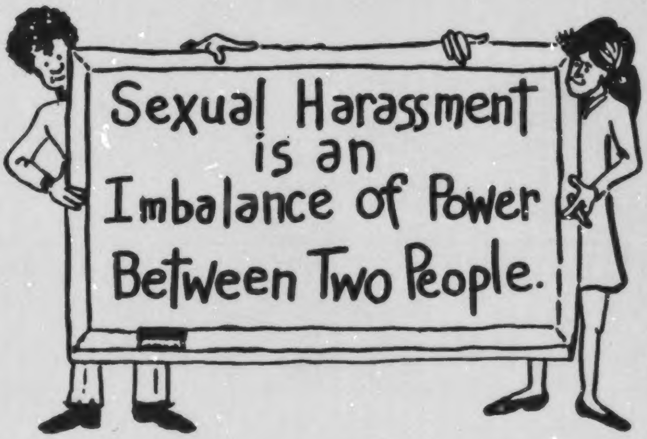
Sexual harassment is not listed in the American Psychological Association's 1982 **Thesaurus of Psychological Index Terms.** As far as we can determine, there is no definition of it in the psychological community, nor are there major research studies that address this issue directly. The existing literature on sexual harassment can be found mostly in human resource publications. The majority of these articles stress the EEOC guidelines and an institution's responsibility to ensure individual safety through policy dissemination, grievance procedures and training programs.

Although the psychological community does not address the issue of sexual harassment as a single concept, several areas of study in psychology can lend themselves to our understanding of the problem.

The clinical literature on aggression has extensively studied the diagnosis and treatment of deviant individuals who gain self-esteem through harming others or being harmed in physical, psychological, or sexual ways. Although there is disagreement on whether these behaviors can be displayed on a continuum from normal to deviant, or whether strong demarcations exist between healthy and deviant personality structure, most psychologists agree that the norms of a social group will have some influence on an individual's aggressive behavior. Thus, if sexual aggression is actively shunned by a group, it is less likely to occur.

When looking at schools, however, the deviant population is relatively small. The frequency of incidents of sexual harassment reported by female workers* leads us to look at the literature on group dynamics and the hypothesis that in some social settings a male may assert dominance over other males by sexually harassing females. It may also be a means for males to display cohesion and preserve themselves from accepting females as equal members of their group.

Studies in sex role socialization may lend some credence to the assertion that boys are taught to be aggressive and girls passive, though these propensities do not necessarily point to a social acceptability of sexual harassment. Still, if a pattern of harassment has become acceptable, these theories may explain why girls have difficulty gaining support for their defense.



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*The number is hard to ascertain because of differing perceptions of the definition, lack of objectively selected reporting samples, and fear of reprisal. A 1980 U.S. Government Employees study found 42% of women and 15% of men had experienced some form of sexual harassment.

PROGRAMS and POLICIES to DISCOURAGE SEXUAL HARASSMENT in SCHOOLS

Sexual harassment is not just a problem in the workplace, it also is an issue in schools. Administrators, counselors, teachers and students all need to be aware of the problem, its detrimental effects and possible remedies. A number of programs have been developed to discourage sexual harassment. A comprehensive review of programs is beyond the scope of this article, but several deserve to be highlighted. More information can be obtained from the various sources listed in the bibliography published in this issue of **Title IX Line.** Information for ordering the materials is also included.

Programs usually focus on one of two approaches. One approach is more psychological in nature and oriented to the individual. These programs are predicated on the assumption that changing individuals' attitudes toward sexual harassment will lead to changes in their behavior and thus decrease sexual harassment. Activities that foster examination of both male and female perceptions of sexual harassment and related sex role attitudes are usually included as part of these programs. A slide/tape show developed by the Massachusetts Department of Education entitled **No Laughing Matter: High School Students and Sexual Harassment** has been used to trigger discussion of sexual harassment among students. The show includes comments from both boys and girls about the problem as well as several cases where girls were sexually harassed in schools.

Flirtation-
Feels GOOD.
Harassment-
Feels BAD!

Another program for student awareness was developed by the King County Rape Relief Project, in a booklet called **Top Secret: Sexual Assault Information for Teenagers Only.** The booklet uses case studies and a question-and-answer format that seem to be particularly engaging to adolescents, but is also interesting to adults. The booklet could be used either in conjunction with a sexual harassment program that included activities and discussions for students, or as part of a student information packet.

Appoint a Complaint
Manager in
Your School.

A second approach to the issue of sexual harassment in schools focuses on the organization. It centers around the school system's strategies to implement policies to discourage sexual harassment. The Task Force on Sexual Harassment from the State Department of Education in Massachusetts has developed a curriculum and guide for school personnel that outlines some strategies for policy implementation. The guide **Who's Hurt and Who's Liable** suggests the following strategies and advice for school systems interested in discouraging sexual harassment:

- demonstrate the administration's strong commitment to adopt and follow through on a sexual harassment policy;
- develop a specific policy against sexual harassment;

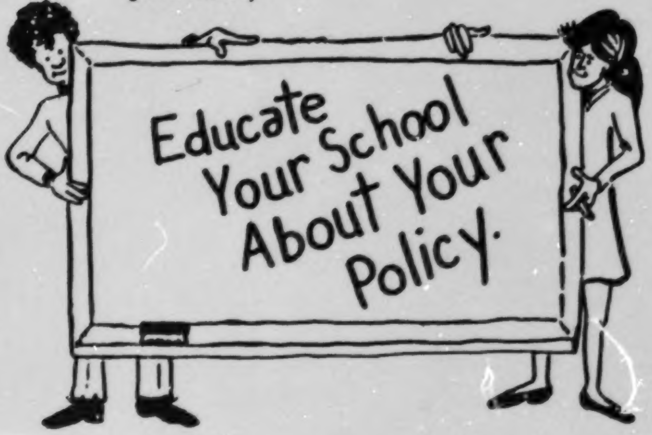
* disseminate the policy in memos, posters, flyers, or school newspapers, student and employee handbooks, and guidelines to worksite supervisors;

* develop a procedure to inform new employees and students about the policy;

* survey students and staff to find out the extent of the problem;

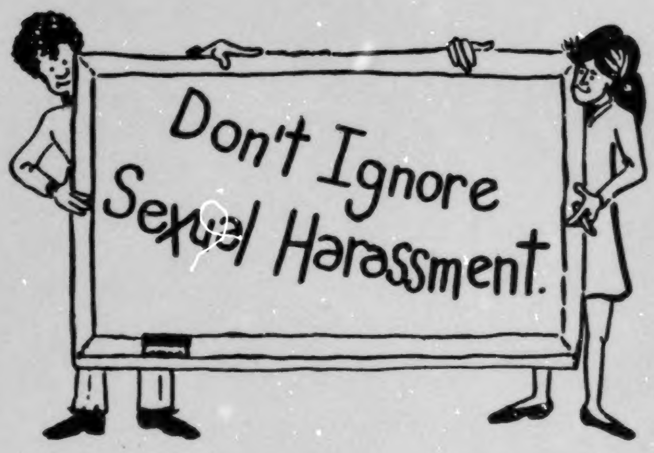
* develop and disseminate information about grievance procedures to handle sexual harassment complaints;

* identify a few specific complaint managers, (one teacher, one counselor, one administrator per building,) who are authorized to receive confidential complaints and attempt to resolve cases informally without informing other school personnel;


Educate Your School About Your Policy.

* encourage informal resolutions in subtle peer-to-peer cases or subtle adult-student cases. They may be more effective, maintain confidentiality for the victim and provide the harasser the option to change his/her behavior;

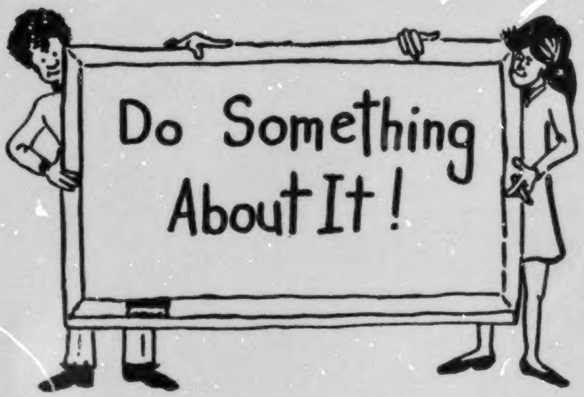
* appoint a standing grievance committee to conduct a thorough investigation of any cases that cannot be resolved informally;


Don't Ignore Sexual Harassment.

* establish and follow a standard order and publicized time line for each step of the complaint, investigation, grievance, resolution and appeal process;

* develop and implement a preventive training and awareness program for all staff and students.

As is clear from the last recommendation, the best organizational response also includes a program for involving the individuals in the system. Ultimately, it is the combination of both the individual's behavior in the system and the system's structure and process for dealing with the issue of sexual harassment that will determine whether sexual harassment can be discouraged in schools.


Do Something About It!

☐ **Paul R. Pintrich**

A SAMPLE SCHOOL POLICY ON SEXUAL HARASSMENT

I. THE POLICY

A. It is the policy of the ____________________ Public Schools to maintain a learning and working environment that is free from sexual harassment.

B. It shall be a violation of this policy for any member of the ______________________ Public Schools staff to harass another staff member or student through conduct or communications of a sexual nature as defined in Section II. It shall also be a violation of this policy for students to harass other students through conduct or communications of a sexual nature as defined in Section II.

II. DEFINITION

A. Sexual harassment shall consist of unwelcomed sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any member of the school staff to a student, when made by any member of the school staff to another staff member or when made by any student to another student when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, or when:

2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or when:

3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or education environment.

B. Sexual harassment, as set forth in Section II-A, may include, but is not limited to the following:

-verbal harassment or abuse
-pressure for sexual activity
-repeated remarks to a person, with sexual or demeaning implications
-unwelcomed touching
-suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.

III. PROCEDURES

A. Any person who alleges sexual harassment by any staff member or student in the school district may use the procedure detailed in the Fair Treatment Policy or may complain directly to his or her immediate supervisor, building principal, or district Ombudsman. Other building managers for informal complaints may be designated at the annual sexual harassment prevention meeting held for students and staff. Filing of a grievance or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades, or work assignments.

continued on p. 8

LEGAL SOURCES and RECOURSES for SEXUAL HARASSMENT

Sexual harassment in educational settings is unlawful. In fact, sexual harassment against students and employees may violate one or more of a variety of federal and state laws. These include general antidiscrimination statutes; criminal codes; health, safety and child protective measures and common law tort actions.

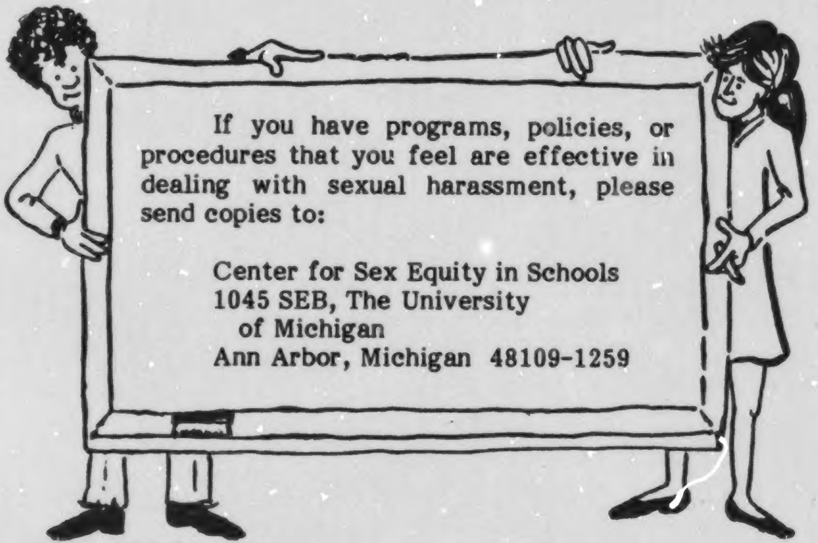
These sources of law vary substantially in terms of how sexual harassment is defined and what may represent unlawful behavior. Different types and standards of proof may operate depending on the legal recourse pursued. The remedies available to successful plantiffs range widely as well, from injunctive measures to criminal penalties. Preconditions and the extent to which educational institutions may be held liable along with the individual harasser may also differ according to the source of law and the nature of the harassment alleged.

Space considerations obviously preclude any in-depth treatment of possible legal sources or the differences among them. The Massachusetts Department of Education, however, has compiled a highly useful summary of a number of pertinent laws and their major characteristics. This information, in chart form, is reproduced with permission of the MDE for the benefit of **Title IX Line** readers. (See chart on page 8).

Although sexual harassment is a relatively new area of law with the attendant consequences of ambiguity and differences in interpretation, there are cases and reasonably well developed principles of which school districts should take note. One is that, at least under certain circumstances, organizations such as school districts may be held liable for the harassing conduct of those in their employ or under their control or supervision. This is in addition to the liability of the individual engaging in the harassment.

School districts consequently are well advised to take affirmative measures to address sexual harassment in a preventive fashion. The programs and policy suggestions in this issue may decrease the likelihood that any student or employee will be subjected to sexual harassment.

☐ **Chuck Vergon**



If you have programs, policies, or procedures that you feel are effective in dealing with sexual harassment, please send copies to:

Center for Sex Equity in Schools
1045 SEB, The University
of Michigan
Ann Arbor, Michigan 48109-1259

continued from p. 6

B. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the school district's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

IV. SANCTIONS

A. A substantiated charge against a staff member in the school district shall subject such staff member to disciplinary action, including discharge.

B. A substantiated charge against a student in the school district shall subject that student to student disciplinary action including suspension or expulsion, consistent with the student discipline code.

V. NOTIFICATIONS

Notice of this policy will be circulated to all schools and departments of the ________________________ Public Schools on an annual basis and incorporated in teacher and student handbooks. It will also be distributed to all organizations in the community having cooperative agreements with the public schools. Failure to comply with this policy may result in termination of the cooperative agreement. Training sessions on this policy and the prevention of sexual harassment shall be held for teachers and students in all schools on an annual basis.

Sources: Ann Arbor Public Schools, The University of Michigan, EEOC and MDE.

POTENTIAL LEGAL SOURCES AND RECOURSES FOR SEXUAL HARASSMENT IN EDUCATIONAL SETTINGS

Legal Remedy	Protects	Brief Description	Types of Benefits	Lengths of Time	Problems or Explanations
Title IX—Educational Amendments of 1972	-students and -employees (some)	Federal legislation prohibiting sex discrimination in education; file with ED; there may also be a private right of action.	Cut-off of federal funding to the educational institution. Injunctions and other possible relief for individual actions.	Varies regionally; if taken to court can be 1-2 years.	Right to private action; employment covered; sexual harassment is a form of sex discrimination.
Title VII—1964 Civil Rights Act	-employees	Federal Legislation prohibiting sex discrimination in employment; file with state and appeal through EEOC.	Monetary compensation for back pay, lost benefits and damages; possible job reinstatement.	Six month to one year on state level; 2-3 years federally.	Applies to workplaces with at least 15 employees.
Criminal Child Abuse Statutes	-students	Varies state by state; usually includes abuse, neglect and assault of minors by adults.	Conviction and/or imprisonment of abuser.	Approximately one year.	Victim compensation varies by state. Convicted adults could possibly retain their employment or professional association.
Criminal Rape Statutes	-students -employees	Varies state by state; some include degrees of sexual assault.	Conviction and/or imprisonment or harasser/rapist.	Approximately one year.	A women's previous sexual history with the alleged rapist may be admissible as evidence. Those convicted often receive suspended sentences and/or a court order to receive psychotherapy.
Other Criminal Sanctions	-students -employer	Assault, battery and other criminal charges may be possible; varies state by state.	Conviction of harasser; fines or imprisonment.	Aproximately one year.	Similar to rape charges.
Civil Lawsuits	-students -employees	Breach of contract, and various tort lawsuits based on common law.	Punitive damages; compensation for employment losses, physical/emotional injury.	Approximately 2-3 years.	Must hire a private attorney, which can be expensive. However, legal fees can be awarded by court under the Civil Rights Attorney Act in certain circumstances.
Union Grievance Procedure	-employees	Breach of union contract allows women to file grievance with union rep. Union processes case through grievance procedure to arbitration.	Financial compensation for employment losses, reinstatement to job if women was dismissed.	Varies from union to union, company to company. Can be settled in weeks or may require arbitration which could take a year.	Few women are unionized; union contract may not be interpreted to cover sexual harassment. Male-dominated unions may be unresponsive.

Source: Massachusetts Department of Education, Who's Hurt and Who's Liable, 1983.

BEST COPY AVAILABLE

IS SEXUAL HARASSMENT A PROBLEM IN YOUR SCHOOL?

This checklist and survey have been developed to assist school districts in assessing the level of effort they have expended to prevent sexual harassment from occurring, and in determining the level of sexual harassment that actually occurs in their district. The checklist and survey have been designed so that they may be used either separately or together. They apply to sexual harassment of both students and staff. You may want to circulate them with your school's definition of sexual harassment and the cautionary statement on p. 11.

* CHECKLIST: What Can You Do To Prevent Sexual Harassment In Your School?

To score the checklist, make a check mark next to each action that has been taken in your district, count the number of check marks, and turn to page 11 to see how your district rates.

1. **Develop a specific policy against sexual harassment.**
_____ Do you have such a policy?
_____ Has the policy been disseminated to staff?
_____ Has the policy been disseminated to students?
_____ Is there a procedure to inform new employees and students of the policy?

2. **Develop a grievance procedure to handle complaints about sexual harassment. This may or may not be the same as other grievance procedures.**
_____ Do you have such a grievance procedure?
_____ Has information about this procedure been disseminated to staff?
_____ Has information about this procedure been disseminated to students?
_____ Is there a similar grievance procedure written into any union contracts?

3. **Develop a code of conduct for all employees, students and vendors.**
_____ Is there any reference to sexual harassment in the student discipline code?
_____ Does the student handbook contain policy language regarding sexual harassment?
_____ Is there any reference to sexual harassment in the employee code of conduct?
_____ Does the employee handbook contain policy language regarding sexual harassment?
_____ Do union contracts and affirmative action plans for the district contain policy language regarding sexual harassment?
_____ Are student placement worksites notified of school sexual harassment policy?

4. **Sensitize students and staff to the issue of sexual harassment to assure their understanding of the definition of sexual harassment, the laws regarding sexual harassment, and methods for dealing with complaints.**
_____ Has there been a training program for district administration?
_____ Has there been a training program for district teachers, guidance counselors, and other employees including worksite supervisors?
_____ Has there been a training program for students?
_____ Has material on sexual harassment been included in courses on human relations or job skills?
_____ Can pamphlets advising students and staff about the nature of sexual harassment and its legal implications be found around the school?
_____ Has a school-wide conference or speakout been organized by students and/or staff to sensitize the school community to the issue of sexual harassment?

5. **Reach out to populations of students who are known to be particularly vulnerable to sexual harassment.**
_____ Have support groups been established for students enrolled in vocational or academic classes that are nontraditional for their gender?
_____ Are students that drop vocational or academic classes that are nontraditional for their gender routinely surveyed to establish the reason for dropping, and to determine whether sexual harassment played any role in their decision to drop?
_____ Are student placement worksites regularly evaluated for evidence of sexual harassment?

SURVEY: Is Sexual Harassment A Problem In Your School?

Please answer these questions as best you can.

1. **Do you know of any instances of sexual harassment that have happened in this school?** ______ yes ______ no
If yes, was the harassment between:
______ students/students ______ students/staff ______ staff/staff
How many instances have you heard of in the past year?
______ one ______ two to five ______ six or more

2. **Do you know of any student that has dropped a class or gotten a lower grade in a class because of sexual harassment?** ______ yes ______ no
How many instances have you heard of in the past year?
______ one ______ two to five ______ six or more

3. **Do you know of any staff member that has been denied a promotion, been fired, or quit due to sexual harassment?** ______ yes ______ no
How many instances have you heard of in the past year?
______ one ______ two to five ______ six or more

4. **In cases of sexual harassment that you are aware of, what did the victim do? (check all that apply)**
______ ignored it.
______ told harasser to stop.
______ went along with it.
______ complained to school authorities. (teachers, counselors, administrators).
______ complained to someone outside the school.

5. **In cases of sexual harassment that you are aware of having been reported to school authorities, what happened? (check all that apply)**
______ the charge was found to be true.
______ the charge was found to be false.
______ took action against the harasser.
______ action against the victim.
______ nothing happened.
______ the charge is still being processed.
______ do not know what happened.

6. **In cases of sexual harassment that you are aware of, if the victim did nothing, why do you think she/he did nothing? (check all that apply)**
______ did not know what to do.
______ didn't think it was necessary to report.
______ did not think anything would be done.
______ thought it would take too much time and effort.
______ thought it would be held against the her/him.
______ thought it would make her/him uncomfortable in the school.
______ did not want to hurt the harasser.
______ was too embarassed.
______ didn't know it was illegal.

7. **How widespread do you think sexual harassment is in this school?**
______ it goes on all the time.
______ it happens to a fair number of people.
______ it only happens to a few people.
______ it doesn't happen.

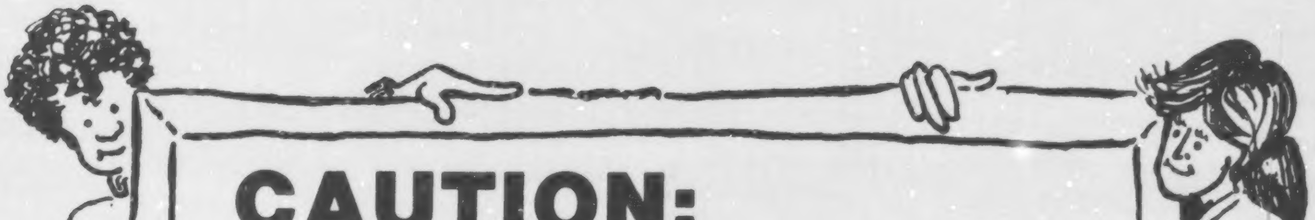
Please check the categories below that apply to you:

______ male ______ female ______ student ______ staff member

✱ SCORING THE CHECKLIST

16–21 points:	Your district has obviously embarked upon a well planned and determined effort to eliminate sexual harassment.
7–15 points:	While there are efforts being made to prevent sexual harassment in your district, there are many areas where you need to supplement that effort. Consider administering the survey to determine the level of sexual harassment in your district, and use the results of the survey to begin identifying areas to concentrate on.
0–6 points:	It is necessary for your district to begin examining this issue from the standpoint of liability, and to assess basic levels of awareness. It would be advisable to begin with district policy issues, and to work up to basic awareness of the problem within the district. Set a specific goal for completion of the first phase of the effort. Consider obtaining some support or assistance from an outside agency such as CSES.

☐ **Marta Larson**



CAUTION:

When the topic of sexual harassment is mentioned, one should always be aware that uncomfortable feelings may be raised or distressing stories told. Plan for the manner in which these situations will be handled to avoid unnecessary embarrassment and discomfort. If you receive information that makes you feel uncomfortable or that you do not know how to handle, help the person find someone else who can be of assistance. Your silence could be misinterpreted as blame and further hurt the victim. If necessary, go back to the person who has trusted you and explain your silence in terms of your discomfort or lack of information.

RECOMMENDED READING AND RESOURCES ON SEXUAL HARASSMENT

Background Information

Farley, Lin. **Sexual Shakedown: The Sexual Harassment of Women on the Job.** New York, NY: Warner Books, 1980. $2.50

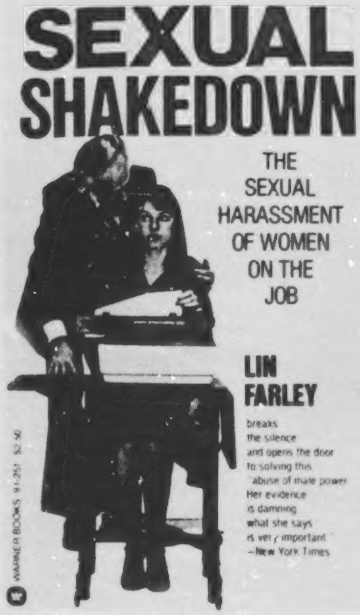
Documents the history of sexual harassment on the job. Deals with harassment of women in both traditional and nontraditional careers. Includes many case studies as well as sections on current case law. Advice is offered on how to fight sexual harassment and how to file a grievance. A thorough and convincing documentation of the problem of sexual harassment. Readable paperback format.

Safran, Claire. "What Men Do To Women On the Job: A Shocking Look at Sexual Harassment." **Redbook,** November 1976, pp. 149, 217-223.

Documents the often-quoted survey of **Redbook** readers on the subject of sexual harassment on the job. Of the 9,000 replies received, 88% of the respondents indicated that they had experienced some form of sexual harassment. Gives an overview of the situation around the country. Includes strategies for preventing and dealing with sexual harassment.

Collins, Eliza G.C. and Blodgett, Timothy B. "Sexual Harassment: Some See It—Some Won't." **Harvard Business Review,** 59(2) (March/April 1981): 76-95.

A joint survey conducted by HBR and **Redbook** with 1,846 respondents. Findings: most agree that sexual harassment is an issue of power, though men and women differ on how often it occurs. Indicates that many women fear that top management will never take the issue seriously enough to understand how sexual harassment damages working women.


SEXUAL SHAKEDOWN
THE SEXUAL HARASSMENT OF WOMEN ON THE JOB
LIN FARLEY
breaks the silence and opens the door to solving this abuse of male power. Her evidence is damning what she says is very important —New York Times
WARNER BOOKS 91-251 $2.50

For Working Women and Their Employers

Stover, Patricia and Gillies, Yvonne. **Conference Report: Sexual Harassment in the Workplace.**

Documentation of conference proceedings. Includes personal strategies, detailed instructions on how to file complaints, how to file for unemployment compensation, and how to use the legal system. Also includes guidelines for managers on developing an internal policy regarding sexual harassment cases. Order from:

Institute of Labor and Industrial Relations
108 Museums Annex
University of Michigan
Ann Arbor, MI 48109 $5.00

Clarke, Elissa. **Stopping Sexual Harassment: A Handbook.** Publication of Labor Education and Research Project (LERP).

This booklet is of general interest though written primarily for union members. Offers an explanation of why sexual harassment exists. Includes sections on how to defend yourself, how to use the union and how to use the law. Describes ways of using the union newspaper to fight sexual harassment. Includes a list of organizations that fight sexual harassment.

Order from:
Project LERP
P.O. Box 2001 $3.25/per copy
Detroit, MI 48220 40% discount on 10+

Backhouse, Connie et al. **Fighting Sexual Harassment: An Advocacy Handbook.** Publication of the Alliance Against Sexual Coercion, 1981.

Primarily for those in organizations and agencies who must counsel people who are experiencing sexual harassment. Provides information on: outreach programs, staff training, counseling techniques, legal guidelines. Also contains sample surveys for use in schools and the workplace. $4.75

AASC offers other publications, workshops, speakers and consulting services to organizations. Contact:

Alliance Against Sexual Coercion
P.O. Box 1
Cambridge, MA 02139
(617) 547-1176

Working Women's Institute

Acts as a national clearinghouse on this issue. Operates an information and referral service for individuals and organizations. Offers a reprint and library service. Conducts research on sexual harassment. Operates a speaker and workshop bureau. List of resources available for $2.00.

Order from:
Working Women's Institute
593 Park Avenue
New York, NY 10021
(212) 838-4420

☐ Specifically for Schools and Students ☐

Stein, Nan and Taylor, Judith. **Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools.** Massachusetts Department of Education, Division of Curriculum and Instruction, 1983.

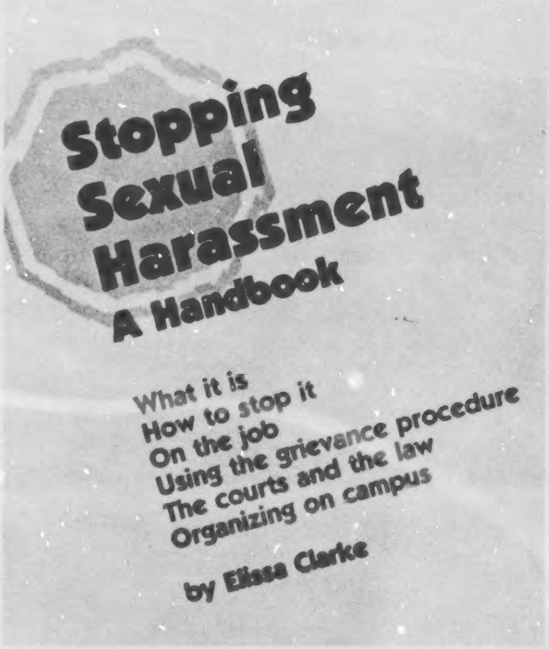
A curriculum and guide for use with high school students. Includes examples of sexual harassment in high school, suggestions for establishing support groups as well as curriculum materials and activities. Also has a section on administrative strategies for fighting sexual harassment in the schools. Highly recommended. Copies available free from:

Center for Sex Equity in Schools
SEB 1046
University of Michigan
Ann Arbor, MI 48109-1259
(313) 763-9910

Riley, Susan. **A Fair Shot/An Equal Chance.** Project SCOPE, Massachusetts Department of Education, 1980.

A handbook of activities for support groups for vocational students in non-traditional programs. Includes sections on sexual harassment, assertive behavior and bias and discrimination. Also contains an extensive bibliography. This booklet is one of a series available free from:

Massachusetts Vocational Curriculum
Resource Center
758 Marrett Road
Lexington, MA 02173
(617) 863-1863



Stopping Sexual Harassment
A Handbook

What it is
How to stop it
On the job
Using the grievance procedure
The courts and the law
Organizing on campus

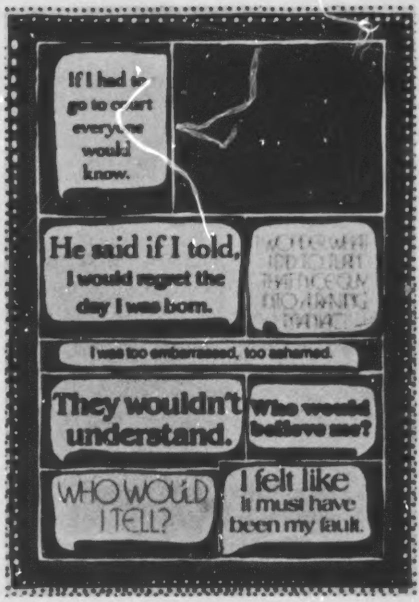
by Elissa Clarke

No Laughing Matter: High School Students and Sexual Harassment. (Filmstrip) Produced by Boston Women's Teachers' Collective and Media Works, Inc.

This 25-minute filmstrip is recommended for use with grades 7-12. Tells the stories of three young women who encounter sexual harassment at school and work. Defines sexual harassment. Differentiates between harassment and flirting. Offers practical suggestions for dealing with the problem.

Order from:
The Bureau of Educational Resources
Massachusetts Educational Television
(617) 431-7013 or 727-6395

Purchase - $45.00/Rental - $20.00


If I had to go to court everyone would know.
He said if I told, I would regret the day I was born.
I was too embarrassed, too ashamed.
They wouldn't understand.
Who would believe me?
WHO WOULD I TELL?
I felt like it must have been my fault.

Center for Sex Equity in Schools

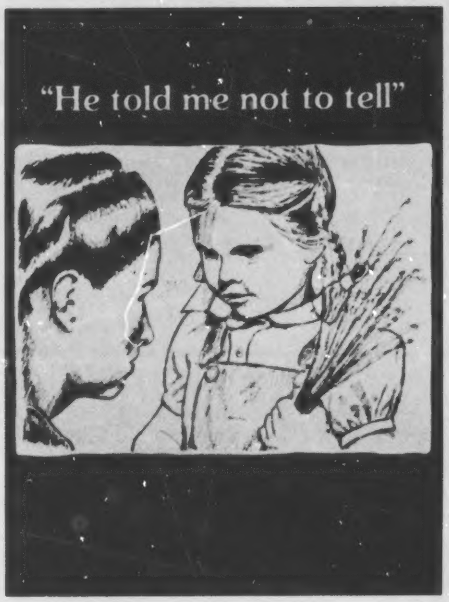
Offers resources and technical assistance free of charge to individuals and educational institutions. Publications, library and consulting services available on sexual harassment and sex equity issues.

Center for Sex Equity in Schools
SEB 1046
University of Michigan
Ann Arbor, MI 48109-1259
(313) 763-9910

...And For the Extreme Situation

King County Rape Relief
305 South 43rd
Renton, WA 98055
(206) 226-5062

Extensive list of books, films, plays, classroom curricula and guides for group discussion for children and adolescents, including a curriculum for the developmentally disabled. They publish **He Told Me Not To Tell**, an excellent guide for parents of young children and **Top Secret,** an well designed and informative booklet for adolescents.


"He told me not to tell"

☐ **Jacquie Terpstra**

continued from p. 3

Additional understanding may come from the study of organizational roles. The woman who may be perfectly able to fend off an offensive comment or sexual advance from a man at a party, may be unable to stop the same behavior from that person at work, especially if he is her boss, because of fear of direct reprisal. He may be unaware of the power he exerts. Even when the behavior comes from an equal, she may be afraid to retaliate, fearing that her objections may make her boss or peers label her a difficult employee or student. Her fear will be greater if she knows she will not be supported by her peers and superiors. Her situation is further complicated if she is vulnerable because of her race. It would appear then that a change in the gender patterns in power relationships can help discourage unwanted harassment behaviors and encourage assertiveness. When more people who are outspoken against sexual harrassment are in positions of power in an organization, they are better able to shape organizational behavior and thus curb sexual harassment.

Simple Definition

A simple definition of sexual harassment, and one that has worked well for student trainers from the Massachusetts Department of Education, is to describe sexual harassment by what it is not. Sexual harassment is not flirtation. Flirtation feels good, harassment feels bad. The feelings of the recipient must count. Even adolescents, who often deny their sexual attractions, can make this distinction. When students and staff have a working definition of the term sexual harassment, they can speak about it, identify it, and then be prepared to work toward its prevention.

☐ **Eleanor Linn**

Title IX Line is a periodic publication of The Center for Sex Equity in Schools, a desegregation assistance center funded by the U.S. Department of Education pursuant to Title IV of the 1964 Civil Rights Act. The contents, however, do not necessarily reflect the position of policy of the Department of Education and no endorsement should be inferred.

Do we have your correct address?

______change ______delete ______add

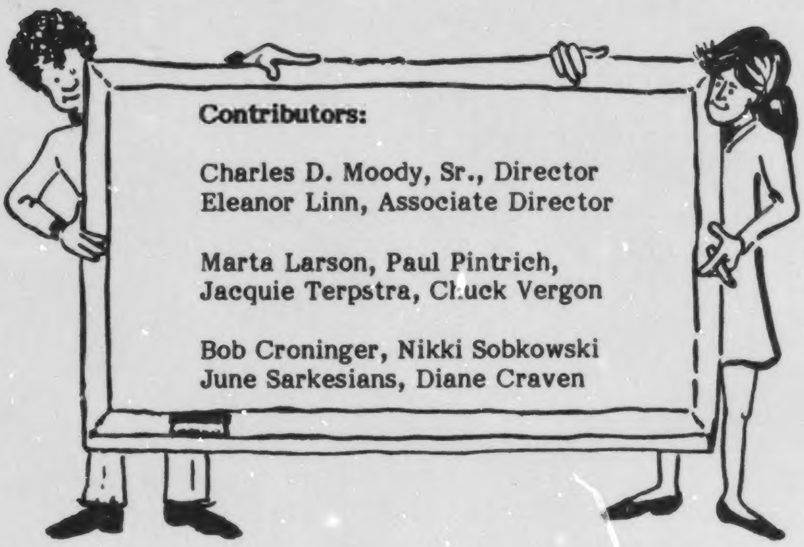
Name and Title ____

Organization ____

Address ____

____ *Zip* ____________

Please send to: *Mailing List*
CSES, SEB 1046
University of Michigan
Ann Arbor, Michigan 48109-1259



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Center for Sex Equity in Schools

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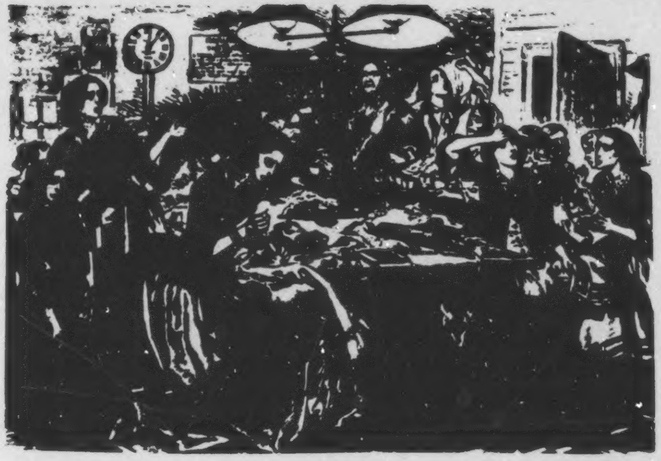

FROM THE DESK OF THE DIRECTOR

Charles D. Moody, Sr.

The struggle for sex equity is not new to the American scene, nor has it been restricted to any one racial, ethnic, socio-economic class or gender. This issue of **Title IX Line** takes an historical approach to the presentation of data about **American women and work.** We see this as an important topic because our students need to know that American women do work and always have worked. In this issue we also present contributions of women from various racial and ethnic groups. These accounts are given in the women's own words or in documents from the period.

Since the inception of **Title IX Line** we have striven to present materials in the most objective and non-judgmental manner possible. In that respect this issue has not strayed from its tradition; however, in a most significant way, it is different from previous **Title IX Lines.** What is it?

This issue of **Title IX Line** contains curriculum materials that can be used directly by teachers. It raises issues that we think should be discussed in quality social studies programs. Over the past several years, there have been a growing number of studies and recommendations for educational reform. In many of the studies there has been a call for **both excellence and equity.** For some these two concepts seem to be in conflict or mutually exclusive. One of the areas that has been identified as needing improvement to have educational excellence is the extending of students' thinking. In other words, teaching higher order thinking skills to students. The articles in this **Title IX Line** can be used to facilitate the extending of students' thinking.

Some of the research on effective schools indicates the majority of the teaching done in classrooms in the United States is at the knowledge and understanding levels of Bloom's Taxonomy, while standardized testing is at the higher levels of application, analysis, synthesis and evaluation. We want teachers to use this issue as a source for developing relevant activities that will enable them to teach students **analytic and problem solving skills.**

The school improvement programs being advanced by PEO/CSES school districts across the nation are translating research on effective teaching into practice in the classroom. It is our desire that this issue will serve as a stimulus for teachers in all of the

(Continued on p. 9)

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CURRENT TRENDS IN TEACHING HISTORY: BROADENING OUR PERSPECTIVES

11:50 . . .

Just 15 minutes before Gordon; before American History.

(When was the battle of Gettysburg?)

Gordon will probably hit us with another pop quiz.

All it takes is three unanswered questions and . . .

"Close your books. Take out a sheet of paper and number it one to ten."

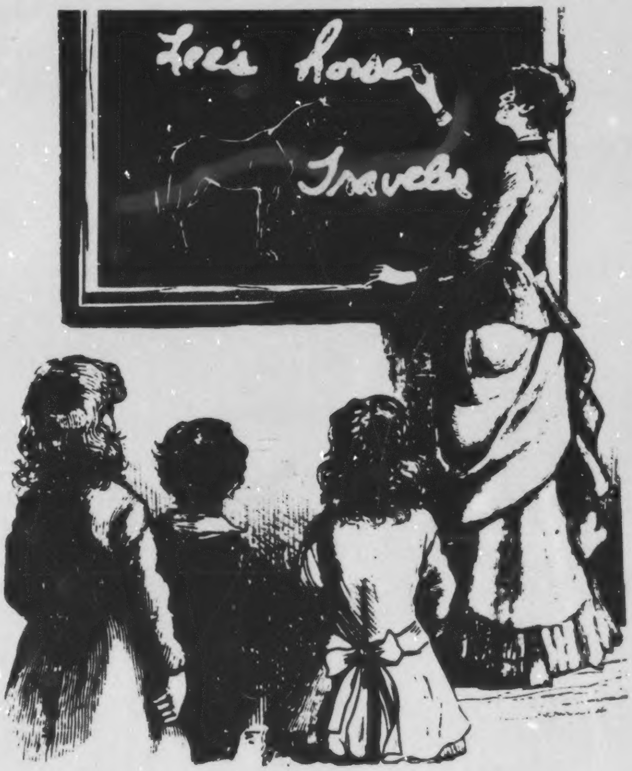
(Was Traveler the name of Lee's horse?)

That was eighth grade American history for many of us; a litany of textbook events, dates and trivia about the nation, about its accomplishments, wars, heroes and villians. Tying it all together, like a string connecting one piece of popped corn after another, was the importance we were to associate with being an American. We were to know, for example, about Texas being admitted to the Union in 1845, and we were to believe in the process that a bunch of courageous Texans beat up an army of sleepy Mexicans. We were to know about national prohibition, and we were to believe that the independence of our grandfathers could not be suppressed by the teetotlers. History was catechism. It was the way in which students became American citizens and members of Western civilization, and in that process there were many facts to be memorized and many things to be believed.

History has never been a simple telling of facts and it probably never will be. In whatever its form, history has always been a way in which we come to know ourselves and those around us. Cognitively, it fixes us in time, separating past and present; normatively, it establishes direction, connecting the past with the present and possible futures. Ortega y Gasset once said ". . . Man has no nature, what he has is . . . history."[1] Who we are and where we are going is intimately related to where we have been.

Because history is so important, every society makes provisions for its new members to learn it. Someone must pass down the record of the group, what might be called its "collective nature," so that it's not forgotten and the young know what it means to be a part of it. Within modern societies, that task is managed by schools. The schools, primarily through textbooks, pass on to students a "collective nature," one that portrays what it means to be part of the group and the direction in which that group is heading. This task is seen as too important or too threatening to leave to children.

In fairness to American schools, there has not been, until recently, any significant public or professional clamoring about who should interpret the meaning of history. There have, of course, been disagreements, and textbooks have changed to some extent to accommodate them. Frances Fitzgerald, in her book **America Revised**[2], has traced some of the continuity and changes in American history textbooks during the twentieth century. But most Americans have been relatively complacent with the manner in which the



schools have taught history. After all, they told us that we were part of a great movement, a lineage of human progress, which was destined to even greater achievements, and that we, as Americans, were the vanguard. For many of us, though not all, the story had a reassuring message.

Normative History

History, however, is a living thing. It must be reconciled with the present, and the interpretations which are a part of our textbooks are not always compatible with the everyday experiences of students. When textbooks were relevant to everyday life, there was little or no problem. You sat in the class. You paid attention. You learned your lessons, because the textbook and the teacher were the source of historical truth. But what was contained, and what still is contained in many textbooks, is not verified by everyday life. The lineage of inventors we memorized, forebearers of modernity, were also forebearers of technological disasters; the political heroes we studied, purveyors to the democratic state, were also purveyors to racism, sexism and economic inequality. None of this, of course, would be very important if history were simply a matter of recounting facts. It is precisely the normative side of history and what it implies about who we are that makes it problematic.

Our interest in how history is retold is the result itself of historical changes that have altered how we know ourselves and others. Contemporary history can be characterized by a proliferation of human perspectives, meanings which must be reconciled or avoided if life is to make any sense at all. Peter Berger[3], a well-known scholar in the sociology of knowledge, notes that much of contemporary life is a matter of reconciling diverse realities, a fact which is unavoidably linked to the human condition. Today, more than ever, there is no avoiding the recognition that the world is full of people who look at things quite differently from yourself, a fact which must be reflected by our interpretations of history.

New Social Studies

The predominant perspective on reforming the history curriculum in primary and secondary schools has been the need for broadening history. During the 1960's and 1970's this reform movement was called the Era of New Social Studies. Matthew Downey notes that by 1967 more than fifty social studies curriculum development projects were underway, including the Carnegie-Mellon history project which was probably the best known[4]. Although by some estimates [5] these alternatives were adopted in no more than 5% of the nation's history classrooms, they did affect many people's thoughts on how history should be taught. Perhaps most importantly they demonstrated the ethnocentricity and gender bias of our interpretations of history.

Three approaches, which gained some prominence during this time, were history as inquiry; social and global history; and women's and minority histories. The inquiry or discovery approach emphasizes the use of primary sources and the development of investigatory skills used by historians and other social scientists. Students are encouraged to do their own historical research, one consequence of which is that more importance is attributed to the events and opinions of ordinary people. The social history approach focuses on social change rather than political change. It uses the tools and concepts of the social scientists to investigate the ways in which different groups see themselves and others, as well as the ways in which these perspectives change over time. Global history multiplies perspectives even more, as it stops not at national borders, but includes the perspectives of diverse societies, too. Finally, women's history and minority histories compensate for the traditional perspective on history and the lack of information about the experiences, lives and meanings of other members of the population. This approach to history sees the importance of researching and providing information about what it was like to be a woman or minority group member during specific periods in history with an emphasis on documenting that group's historical contributions and achievements.

Although there is general agreement, even among teachers who rely solely on textbooks, that the number of perspectives on history must be increased, there is no real agreement about which perspectives to include and how to organize this kaleidoscope of views into something called History with a capital "H." This problem has been emphasized particularly by those who advocate for women's history and minorities history. Whether it is called androgenous history, as Anne Chapmen[6] calls it, or multicultural history, as James Banks[7] refers to it, it will have to be integrated into the curriculum and find an overall perspective that can give importance to the varying points of view composing it.

Such a perspective is still emerging in the school curriculum. Some of its basic threads, however, are contained in the alternatives just described. First, these alternatives assume a human need for **meaning,** a fundamental propensity to name things, attach values and order phenomena, and to make sense of the world in a uniquely human way. No action, no event, no experience is understandable without considering the values and perspectives of the people who participate in it. History, in other words, is less of a recounting of events and more of a chronology of meanings, a chronology of the ways various people have tried to "make sense" of the world around them.

Second, the primacy of human meaning is accompanied by what might be referred to as **cognitive respect.**[8] History must respect the varying interpretations and meanings that different groups of people associate with their actions. No one set of meanings is cognitively superior to another, because each set of meanings "makes sense" given a particular situation. History, therefore, as well as society itself, can only be understood from the eyes of its participants, eyes which will see very different things at times. Cognitive respect assumes that no one perspective can accurately portray what others see. History, in this sense, entails a great deal of questioning and listening, which is why some emphasize the need for children to read and interpret original sources.

Listening, however, is not always easy. The more different the perspective, the more difficult it is to understand. Historical listening is even more difficult because it seldom involves face-to-face interaction, in which both parties have an opportunity to correct and explain. A third thread, then, is a need for students to develop **historical** and **multicultural listening skills,** when listening at a distance, listening through historical documents.

HISTORY FOR READY REFERENCE

Students must also be able to interpret various perspectives, and the need for **interpretive skills** is a fourth characteristic of the alternative approaches. Interpretive skills involve immersing oneself in another perspective without losing sight of one's own. Interpretation requires being receptive to meanings, values and beliefs and then comparing them to other people's perspectives. Since meanings occur only within social contexts, what is similar and dissimilar will involve a comparison of aspects of society itself. It requires that a student be able to describe not only meanings, but the social contexts which make those meanings more plausible than others. This approach suggests that certain ways of looking at things are more plausible given certain social situations, and an understanding of history, given the primacy of meaning, cannot occur without interpreting the relationship of those meanings to the social situations in which they occur and don't occur.

Admittedly, there are still many questions left to be answered. Most noteably, how do we define which perspectives are historically significant? How much do we emphasize ordinary or extraordinary people? How much do we emphasize issues of individual importance, or of importance to the larger group? These are crucial questions, ones that will determine the unique patterns and motifs which will make for a more variegated vision of history for students. They are not easy questions to answer, but they are not undecipherable either. They are questions to be put to teachers and students as history is transformed in our classrooms.

▪ Bob Croninger

The references noted above can be found on page 9.

Congressional Resolution

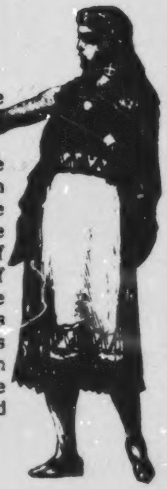
Designating the Week March 4-10, 1984 as WOMEN'S HISTORY WEEK

Whereas American women of every race, class and ethnic background helped found the Nation in countless recorded and unrecorded ways as servants, slaves, nurses, nuns, homemakers, industrial workers, teachers, reformers, soldiers, and pioneers;

Whereas American women have played and continue to play a critical economic, cultural, and social role in every sphere of labor force working in and outside of the home . . .

Whereas American women of every race, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement, not only to secure their own right of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor union movement, and the modern civil rights movement; and

Whereas despite these contributions, the role of American women in history has been consistently overlooked and undervalued in the body of American history: **Now**, therefore, be it resolved by the Senate and House of Representatives of the United States of American in Congress assembled, That the week beginning March 4, 1984, is designated as "Women's History Week," and the President is requested to issue a proclamation calling upon the people of the United States to observe such week with appropriate ceremonies and activities.



- National Women's History Project

FROM PROCLAMATIONS TO CHURNING BUTTER

Activities for Women's History Week

Observations of National Women's History Week, March 4-10, can be enjoyed at various levels, from individual classrooms to community celebrations. Activities can be developed for any subject area to help reveal experiences of women in the past. Here are a few examples of easy to conduct activities. Most can be adapted to the needs and interests of younger or older students.

Community Events

1. Contact local community and governmental organizations about proclaiming the week for recognition of women and their contributions.
2. Remind local media, such as newspapers, radio and television to recognize the national observation and to report on activities within the school district.
3. Ask local places of worship to include a remembrance and recognition of the contributions of women from all racial and ethnic groups in their services.
4. Invite local organizations to cooperate with local schools to sponsor essay and poster contests on topics relevant to women's history.
5. Ask your local and school libraries to put up special displays. Request that librarians pull relevant biographies and fiction works by and about women of all racial and ethnic groups to facilitate students finding these books.

General School or Class Activities

1. Invite local historians or long-time residents to speak to students about local life in the past and the changes that have led to contemporary conditions.
2. Have students collect oral histories from their older relatives or neighbors about their past experiences. Students can visit nursing homes or senior activities centers to collect oral histories and to make new, older friends.

3. Invite local craftspeople, such as weavers, spinners, potters, candlemakers or quilters to demonstrate skills that were once required work of all women.
4. Antique collectors and dealers are often familiar with items of everyday life in the past such as toys, household gadgets and tools. Invite an antique dealer to demonstrate these items, or to lend them for display in a showcase.
5. Assign research exercises where students gather information from old newspapers, magazines and periodicals maintained in local libraries. For example, classified ads teach about the job market, advertisements reveal consumer items and letters to the editor indicate important issues.
6. Have students research their own family's history. This could include studying their country or region of origin, or the migration of family members around this country. Younger students can plot the movement of family members on a map of the U.S.
7. Invite women and minority members involved in non-traditional jobs to discuss with students the challenges and rewards of making history.
8. Invite representatives of activist groups for a debate of contemporary issues relevant to women and minorities, or assign relevant topics and have students represent the various points of view.
9. Collect pictures of women's fashions from the past (easily located in books on theatrical costumes) and discuss with students how dress affects one's activity, mood, people's reactions and expectations. Discuss the impact of technology on fashion (i.e., the bicycle leading to "bloomers," automobiles to shorter skirts of the 1920's).

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Particularly for Elementary School Students

1. Read excerpts of letters, diaries or oral histories that describe the experiences of women and children of another era. Have students draw pictures illustrating life in those days.
2. Have students learn a folk song about women (such as "Sweet Betsy from Pike", "Buffalo Girls", "Oh Susannah") or a Black spiritual (such as "Let My People Go", "Swing Low Sweet Chariot"). Discuss the historical meaning of the song.
3. Sponsor a poster contest depicting historical events or experiences. Have local merchants post the entries in their storefront windows.
4. Organize a classroom project having students make bread, soap, candles, butter or cheese. Discuss how people's lives have changed with the modern conveniences so often taken for granted.
5. Have students brainstorm a list of everyday items that run on electricity. Discuss how the tasks done with these items were accomplished in the past.

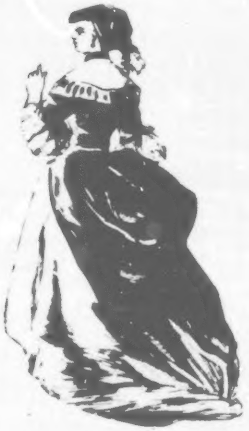
Bringing Social Studies to *LIFE*

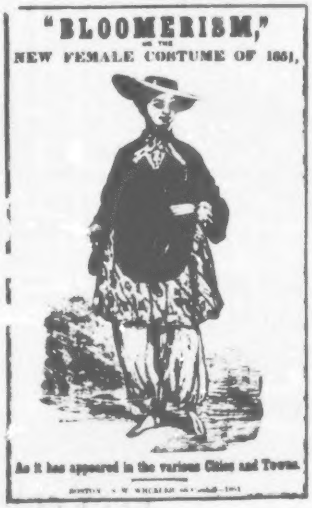
Our past contains a wealth of learning materials that are actual pieces of history. In primary materials such as oral histories, letters, diaries, speeches and songs we hear the actors of history describe their experiences in their own voices. The often dry, detached words of historians are replaced with living, poetic voices of the people. These personal records of actual conditions give faces to the catalogue of historical events, making it alive and vibrant. No narrative can bring to life the need for drastic reform the way oral histories from 19th century workers do. The workers' determination is recorded most passionately through the speeches and protest songs of the era.

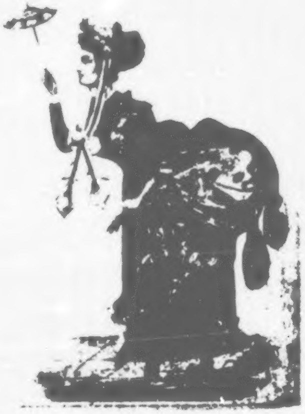
When primary resources are integrated into classroom exercises, students gain the exciting chance to work with original documents. Often, our textbooks provide only materials such as Congressional documents and famous speeches. These resources are usually limited to the upper and middle class, and famous, powerful people. They not only leave a distorted impression of past common experience, but also these materials are often difficult reading for most students. The parallel body of work for social history is generally more accessible and relevant to students. From old newspapers to letters and diaries, they draw upon personal accounts that have high interest and readability. They are accessible to a wide range of students and are easily adapted to all teaching styles.

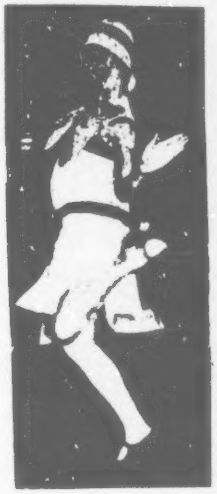
Most primary resources rely on oral, written or artistic tradition. But virtually all disciplines and aspects of the human experience can provide useful resources. Our history becomes fascinating when the various cultural aspects are integrated. The household objects made by craftspeople or depicted in old mail order catalogues record aspects of everyday need. The crafts of Native Americans record much of the artistry and spiritual beliefs of the people while indicating aspects of daily life. A survey of changing women's fashions from whalebone corsets to the Flapper dress of the 1920's to the acceptance of pants in the 1940's reveals society's acceptance of women's changing role.

Primary resources can be especially valuable when attempting to reconstruct the experiences of women, minority members, the poor and others traditionally excluded from power. Their experiences have been summarily ignored or greatly distorted. But with the vast, diverse body of primary material available these serious omissions can be rectified. First hand records may be the only way we can accurately illuminate their experiences. Collections of oral histories from Blacks reveal the conditions during the Depression when they were excluded from relief programs. The abuses suffered by Asian immigrants who were ostracized from mainstream cultural is undeniably supported and condoned in old newspaper accounts of their treatment in the 1850's and during World War II. Speeches of Native American leaders of the 19th century reveal a stronger desire to negotiate for land in exchange for fair treatment than what is recorded in public records. ☞




"BLOOMERISM,"
OR THE
NEW FEMALE COSTUME OF 1851,
As it has appeared in the various Cities and Towns.

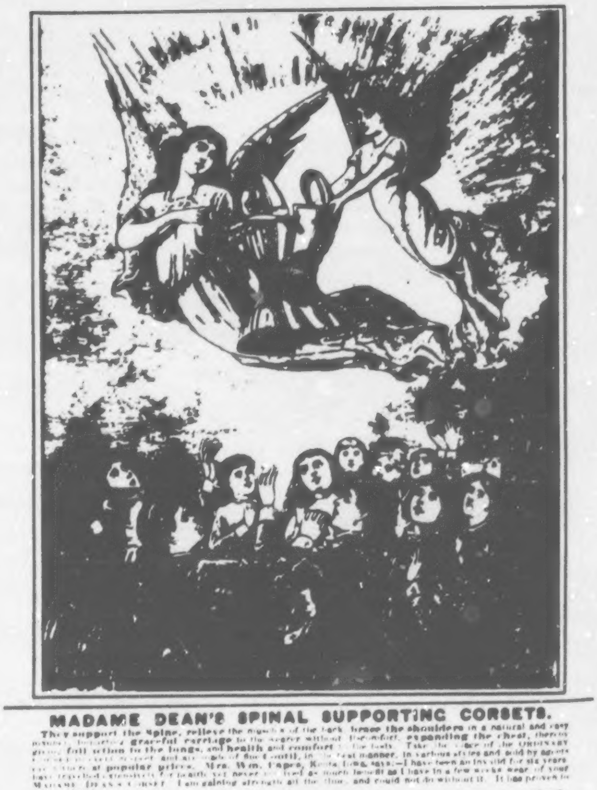




Because of the multiplicity of experiences that have been preserved for a single event, primary materials often reveal new insights into familiar situations. The diverse and private recordings of a single event by several observers can present conflicting perspectives. But each document is neither exemplary or typical; each has an integrity of its own. More truth is revealed through the variety of reports than through the use of generalization. Speeches of Native American leaders and letters of early pioneers both present valid experiences of a difficult and stormy period of our history. Such contradictions are an excellent tool for teaching students the need to evaluate all sides of an issue through meaningful debate of conflicting opinions.

The integration of primary sources into history courses can provide students with actual demonstrations of history. They bring a fascinating perspective to past events as they reveal the causal effect of change on the human condition. Studying them provides revelations about the nature of change and progress in both a contemporary and historical sense.

■ Tasha Lebow



MADAME DEAN'S SPINAL SUPPORTING CORSETS.

FREE

1885 ad

Tips for Success When Using Primary Materials

1. **Collect primary materials to supplement your textbook.** They can be adapted to any teaching style, such as integration into a chronological study of events or grouped by subject to expose changes across time.

2. **Collect primary resources as you find them.** Often a magazine or newspaper will print a primary item in relation to a larger story. They are sometimes hard to relocate later. Collected works, such as pioneer women's diaries or letters have been published recently making the search easier.

3. **Provide students with a rationale** for using primary social history materials. As this technique is often new to students, they need to understand the inherent value in researching the common experience.

4. **Discourage students from accepting any single point of view as an absolute truth.** Conflicting views are inherent throughout history. Help students understand how personal point of view and social role may or may not be related. For example, oral histories of slaves differ greatly due to the view on slavery of the person speaking and the collector of the oral histories.

5. **Assist students with the strange language** sometimes found in primary resources. The older the materials, the more likely they will contain obsolete spelling, word usage or phrasing. Students soon learn to untangle these with a little practice. Changes in language or usage also make interesting study.

6. **Encourage students** to use primary resources in their own research projects and term papers.

BEST COPY AVAILABLE

WORKING WOMEN OF THE PAST

What follows departs from the usual **Title IX Line** format. It is our offering to you in celebration of **Women's History Week.** The next 14 pages contain historical documents in which women of America's past describe their work experiences in their own words. We have prepared these selections for your general reading pleasure and to facilitate adaptation to classroom use. These fascinating and enlightening materials can be given to students when studying the related eras or topics.

The items that follow depict the varied experiences of a cross section of typical American women. We have included documents from a variety of historical periods, racial and ethnic groups and social classes. Many fine biographies of famous women are available, but the fascinating details of the experiences of typical people are often more obscure. The past lives of ordinary people give us a more honest image of our history than the study of a few famous individuals.

Obviously this section is far from complete. Teachers will need to adapt these materials to their needs, whether they chose to integrate them into the regular course framework or use them for special activities to mark Women's History Week. We hope that these selections will stimulate interest to discover more of the wonderful stories from women's history. To facilitate additional examination we have included a list of books and organizations we have found especially helpful.

This section was organized by Tasha Lebow, Colin Cooper, Jacquie Terpstra and Eleanor Linn.

From the Desk of . . .

Continued from p.1

content areas, i.e., Social Studies, Mathematics, Music, Science, Reading, Vocational Education, Physical Education, Languages and Art so that the concept of equity can be integrated throughout the regular curriculum and students will develop problem solving skills.

It is anticipated that this **Title IX Line** will reach your desk in ample time to allow its use in preparation for **Women's History Week (March 4-10)** in your district. Until the concepts and practices of sex and race equity become institutionalized and its teaching is an integral part of the curriculum, we want you to continue to use Women's History Week as a catalyst to keep us aware of the need for equity in our schools and society. Let it be a beginning, not an end in itself.

The concepts and materials of equity and cultural pluralism are not only compatible with the renewed public thrust for educational reform and excellence, but are imperative for the achievement of excellence and an improved quality of life for all. We don't have to use racist and sexist materials in order to teach our students the basics and extend their thinking. Materials such as those included in this issue of **Title IX Line** lend themselves perfectly to the improvement of student achievement and excellence. America did not become a strong nation based only on the vision, work, aspiration and perspiration of one group, but the contribution of many. Diversity is our strength, not our weakness. Let's capitalize on it.

Notes to Current Trends, p.2

1 "History as a System", cited in Ernst Cassirer. **An Essay On Man: An Introduction to a Philosophy of Human Culture.** (New Haven: Yale University Press, 1944); pp. 171-72.

2 Frances Fitzgerald. **America Revised: History Schoolbooks in the Twentieth Century.** (Boston: Little, Brown and Company, 1979).

3 Peter Berger. **Pyramids of Sacrifice: Political Ethics and Social Change.** (Garden City, New York: Anchor Press, 1976).

4 Matthew Downey. "Beyond the Era of the New Social Studies: Putting the Present in Perspective," in **The Social Studies**, 74 (January/February 1983): 6-10.

5 John Hass. **The Era of the New Social Studies.** (Boulder, CO: Social Science Education Consortium 1977), p. 79.

6 Anne Chapman. "Women in the History Curriculum," **The Social Studies**, 69 (May/June 1978): 117-121.

7 James Banks. **Multiethnic Education: Theory and Practice.** (Boston: Allyn and Bacon, 1981).

8 Berger. **Pyramids of Sacrifice**, 134.

COLONIAL HELP WANTED

Much of the work colonial women did for payment involved traditional domestic skills. This was largely because many male colonists were unmarried. Women also learned business skills from their husbands or fathers. These classified ads from newspapers of 1730-1750 indicate typical work women did to raise money.

WANTED at a Seat about half a day's journey from Philadelphia, on which are good improvements and domestics, A Single Woman of unsullied Reputation, an affable Disposition; cleanly, industrious, perfectly qualified to direct and manage the female Concerns of country business, as raising small stock, dairying, marketing, combing, carding, spinning, knitting, sewing, pickling, preserving, etc., and occasionally to instruct two young Ladies in those Branches of Economy, who, with their father, compose the Family. Such a person will be treated with respect and esteem, and meet with every encouragement due to such a character.

NOTICE: To be sold by Elizabeth Decoster in Milk-Street, in Boston, at the Sign of the Walnut Tree . . . pickled Pepper and fine Celery, Endive, Windsor Beans, early Peas, and Garden seeds of several sorts, Flower seeds and fine English Walnut Trees, and grafted Pear Trees, all at Reasonable Rates.

WANTED, a Grave, sedate, sober woman, not exceeding thirty years of age, who understands the management of a family, the care of children, and who may be trusted with the keys, such a one by bringing a recommendation, may hear of a good place, by inquiring at the printer's hereof.

NOTICE is hereby given, that the Widow of Balthaser Sommer . . . Grinds all sorts of Optic Glasses to the greatest Perfection, such as Microscope Glasses, Spying Glasses of all Lengths, Spectacles, Reading-Glasses, . . . all at the most reasonable Rates.

WANTED: A WET NURSE with a young Breast of Milk would either go into a Family, or take a Child Home to nurse.

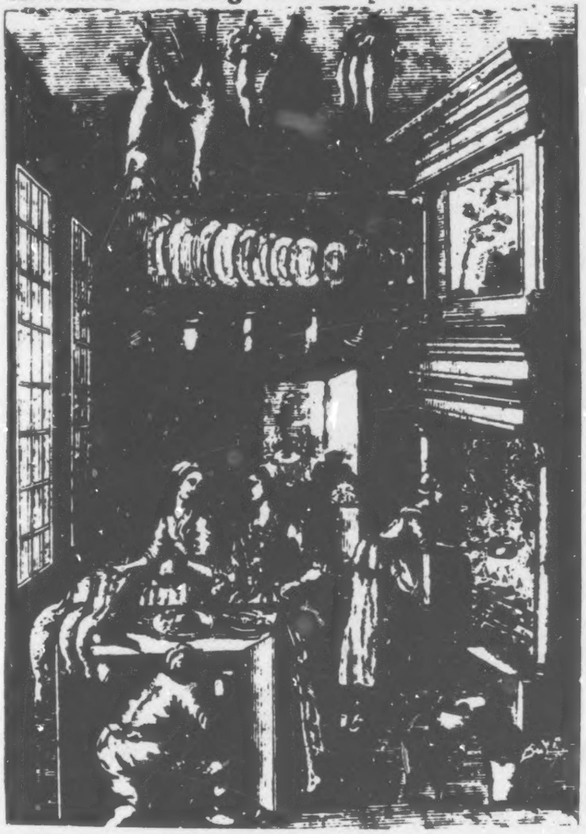
WANTED. Two White Servant Maids, to serve a small Family; the one for a Nurse-maid, to take Care of a Child or two; the other to Cook and do the other necessary Work about the House; They must be well recommended and engage to stay a Twelve-Month at least in the Family. Enquire of the Printer.

The subscriber takes this method of informing the public, that she carries on the business of the Tavern-Keeping, in the house where her late husband (Joseph Yeates) formerly lived, at the Sign of the Fountain and Three Tones . . . where she hopes to give satisfaction . . . **MARY YEATES**

MRS. RIDGELY, midwife from London: she intends during her Stay (in New York) to resume that Practice . . . and will most carefully, tenderly and punctually attend those Ladies who may please to favor her with their Commands . . .

MARY MORCOMB, Mantua-Maker (loose gown) . . . Makes all sorts of negligees, Brunswick dresses, gowns, and every other sort of lady's apparel: And also covers Umbrellas in the neatest and most fashionable manner, at the lowest prices . . .

Source: Baxandall, Gordon, and Reverby, eds. **America's Working Women.** p. 22-23.



FRIENDLY COUNSEL FOR DOMESTICS

Catharine Beecher (1800-1878), sister of Harriet Beecher Stowe, was an important educational reformer. She strove to formalize education for women to upgrade the status and quality of their lives. In her ***Treatise on Domestic Economy*** *of 1846 she offered middle-class urban housewives a "scientific" approach to homemaking and advice on how to perfect their housewifely skills. In a companion volume, she included advice on the handling of servants. This excerpt comes from her advice to servants.*

My friends, you fill a very important and respectable station. The duties committed to you by God are very apt to be considered of small account, but they are indeed most solemn and important.

On your faithfulness and kindness depends the comfort of a whole family, and on you often depends the character and happiness of a whole flock of children. If you do your part faithfully in assisting the mother to carry forward her plans, she will be able to train them aright. If you fail to perform your part, she will be perplexed, discouraged, and disabled, and everything will go wrong.

Do you find that many things are uncomfortable and unpleasant in your present lot? Remember that you never can find a place in this world where everything will be just as you want it, and that it is a bad thing for you, as well as for your employers, to keep roving about from one place to another. Stay where you are, and try to make those things that trouble you more tolerable, by enduring them with patience . . .

Do you think that you are found fault with too much, and that your employer is so hard to please that you wish to change for another? . . . Perhaps she has a great many cares and troubles that you know not of, which try her nerves, and make her feel very irritable, and thus speak hastily when she does not intend it.

Be patient with her failings, if you think you see any, just as you wish to have her bear with your faults, when they trouble her. If you find your patience failing, it may be well in some cases, to say to your employer, that you should do better if she would find fault less and praise you more when you do well. But never say anything of this kind when you are angry yourself or when you see that she is displeased.

Never take the least thing that does not belong to you, and never tempt children to give you what does not belong to them.

Never tell tales out of the family, nor tell to your employers the bad things you have seen or heard in other families, for this is mean and ungenerous.

Do not form a habit of roaming about to see company, but be industrious in hours not employed for those who hire you, in mending and making your own clothes.

Take care and keep your person clean, and your hair and clothes in order, and have your chamber always neat and tidy.

Do not be rude and boisterous in manners, but always speak politely to all, especially to those who employ you.

Remember the Sabbath day, to keep it holy.

Read your Bible daily, and try to obey its teachings.

Source: Lerner, **The Female Experience: An American Documentary,** pp. 262-265.

LIFE IN DOMESTIC SERVICE

Domestic service was the largest source of employment for women throughout the nineteenth century. Long hours, low wages and sexual harassment characterized the conditions for women in the occupation. This oral history, collected in the South in 1912, reveals the difficult conditions faced by domestics and the prevalent racism.

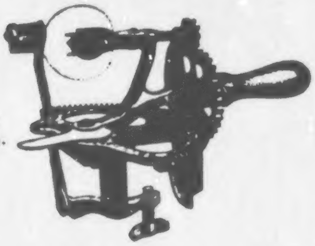
I remember very well the first and last work place from which I was dismissed. I lost my place because I refused to let the madam's husband kiss me. He must have been accustomed to undue familiarity with his servants, or else he took it as a matter of course, because without any love-making at all, soon after I was installed as cook, he walked up to me, threw his arms around me, and was in the act of kissing me, when I demanded to know what he meant, and shoved him away. I was young then, and newly married, and didn't know then what has been a burden to my mind and heart ever since, that a colored woman's virtue in this part of the country has no protection. I at once went home, and told my husband about it. When my husbant went to the man who had insulted me, the man cursed him, and slapped him, and—had him arrested! The police judge fined my husband $25. I was present at the hearing, and testified on oath to the insult offered me. The white man, of course, denied the charge. The old judge looked up and said: "This court will never take the word of a nigger against the word of a white man."

Source: Lerner, **Black Women in White America: A Documentary History.** 1973, pp. 155-158.

OLD FASHIONED THINGAMAJIGS

Can you identify these household items?

1.



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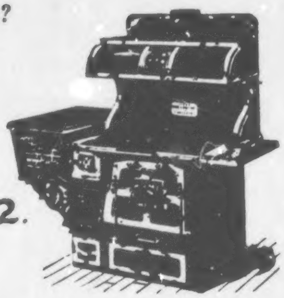

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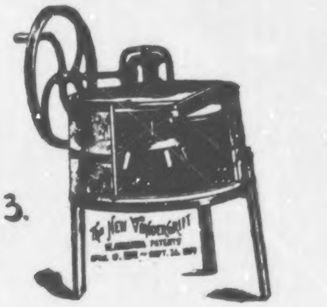

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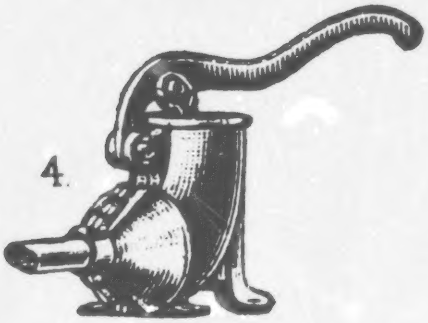

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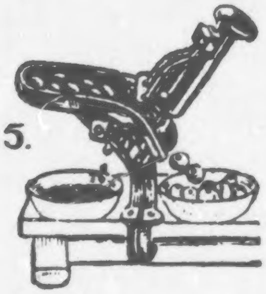

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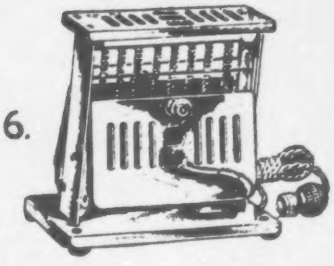


Source: Weitzman, D., **My Backyard History Book.** pp. 64-67

1. Peach parer
2. Wood cookstove
3. Washing machine
4. Sausage stuffer
5. Cherry pitter
6. Toaster

THE LOWELL MANUFACTURING COMPANY'S RULES AND REGULATIONS
(ca 1830)

In 1831 there were 38,927 women and 18,539 men employed in the cotton industry. Mainly unmarried white New England women, most expected to stay in the mills only a few years before marrying. Although they earned less than men in similar jobs, they saw this work as more respectable than domestic or farm employment. The Lowell Company's rules show their protectiveness and strict social controls toward women workers, both on the job and in the company-run boarding houses.

All persons in the employ of the Lowell Manufacturing Company are required to observe the Regulations of the overseer of the Room where they are employed; they are not to be absent from work without his consent, except in cases of sickness, and then they are to send him word of the cause of their absence.

They are to board in one of the Boarding-Houses belonging to the Company, and to conform to the regulations of the House where they board; they are to give information at the Counting-Room, of the place where they board, when they begin; and also give notice whenever they change their boarding place.

The Company will not employ any one who is habitually absent from public worship on the Sabbath.

The Company will not continue to employ any person who shall be wanting in proper respect to the females employed by the Company, or who shall smoke within the Company's premises, or be guilty of inebriety, or other improper conduct.

The Tenants of the Boarding-Houses are not to board or permit any part of their houses to be occupied by any person, except those in the employ of the Company.

The doors must be closed at ten o'clock in the evening, and no person admitted after that time without some reasonable excuse.

The keepers of the Boarding-Houses must give an account of the number, names and employment of the Boarders when required, and report the names of such as are guilty of any improper conduct.

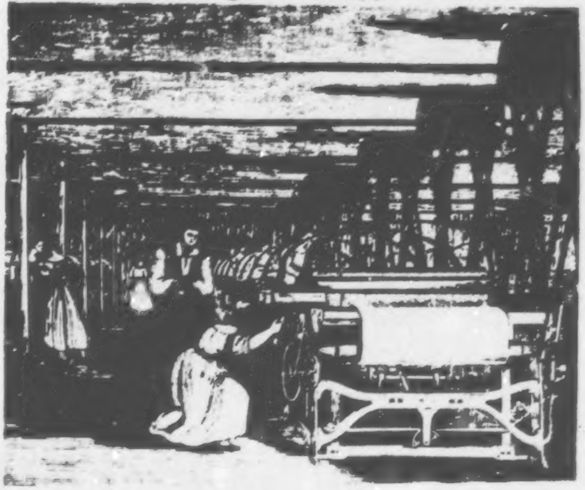
The Buildings, and yards about them, must be kept clean and in good order, and if they are injured otherwise than from ordinary use, all necessary repairs will be made and charged to the occupant.

It is desirable that the families of those who live in the Houses, as well as the Boarders, who have not had the Kine Pox, should be vaccinated; which will be done at the expense of the Company for such as wish it.

Some suitable chamber in the House must be reserved, and appropriated for the use of the sick, so that others may not be under the necessity of sleeping in the same room.

These regulations are considered a part of the contract with the persons entering into the employment of the Lowell Manufacturing Company.

Source: Baxandall, Gordon, Reverby, eds., **America's Working Women**, pp. 47-48.



WOMEN IN INDUSTRIAL EMPLOYMENT

A Closer Look at 1845

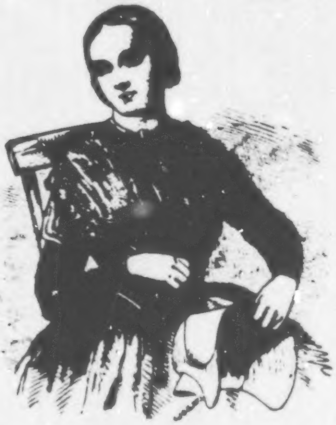
In 1860 Caroline Dall tried to represent an accurate image of women's employment. Her study shows how actuality differs from statistics. Women worked in over a hundred occupations, but most were service jobs or unskilled labor. This fact remains true today.

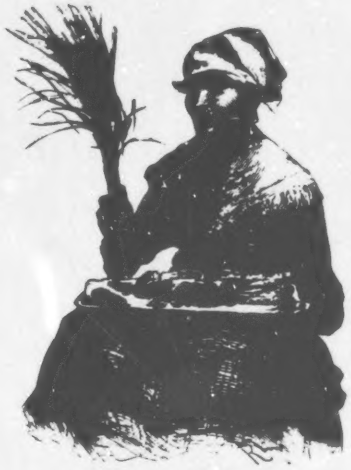
In a New-Haven clock factory, seven women are employed among seventy men, on half-wages; and the manufacturer takes great credit to himself for his liberality. In the census of the city of Boston for 1845, the various employments of women are thus given:

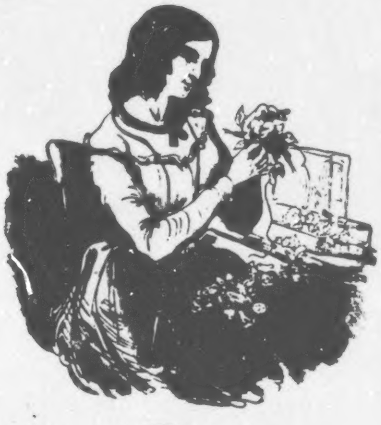
Artificial-flower makers,
Boardinghouse-keepers,
Bookbinders,
Printers,
Blank-book makers,
Bonnet-dealers,
Bonnet-makers,
Workers in straw,
Comb-makers,
Confectioners,
Corset-dealers,
Corset-makers,
Card-makers,
Professed cooks,
Cork-cutters,
Domestics,
Shoe and boot makers,
Band & fancy box makers,
Brush-makers,
Cap-makers,
Clothiers,
Collar-makers,
Dress-makers,
Match-makers,
Fringe and tassel makers,
Fur-sewers,
Hair-cloth weavers, and
Map-colorers.

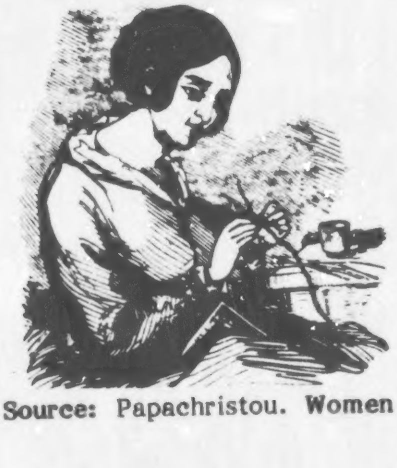
I think you cannot fail to see, from this list, how very imperfect the enumeration is: not a single washerwoman not charwoman, for one thing, upon it. Yet here you have the occupations of 4,970 women. Of these, 4,046 are servants,—a number which has, at least, doubled since then; and which leaves only 924 women for all other vocations . . .

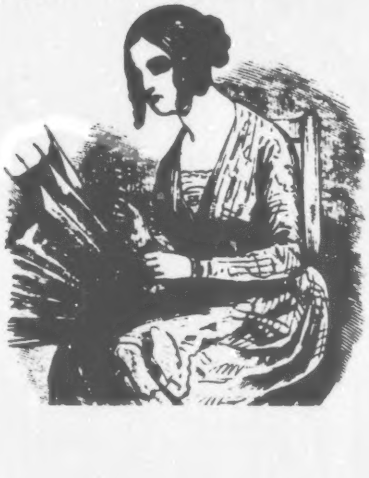
Source: Lerner, **The Female Experience: An American Documentary.** pp. 97-103











Clockwise from upper left:

Milliner
Tobacco Seller
Artificial Flower Maker
Umbrella Maker
Straw Braider

Source: Papachristou. **Women Together,** p. 138

CHILD LABOR

The textile mills of the early 1900's hired whole families, including young children who often worked as spoolers. For a few cents a day the children would walk up and down feeding yarn into the noisy, powerful machines and retrieving the wound spools. This 1903 account of a South Carolina mill was recorded by Marie VanVorst, an early investigator and caller for reform.

Through the looms I catch sight of Upton's, my landlord's little child. She is seven; so small that they have a box for her to stand on. She is a pretty, frail, little thing, a spooler, "a good spooler tew." Through the frames on the other side I can see only her fingers as they clutch at the flying spools; her head is not high enough, even with the box, to be visible . . .

"How old are you?"
"Ten."

She looks six. It is impossible to know if what she says is true. The children are commanded both by parents and bosses to advance their age when asked.

"Tired?"

She nods without stopping. She is a "remarkable fine hand." She made 40 cents a day. See the value of this labor to the manufacturer—cheap, yet skilled; to the parent it represents $2.40 a week.

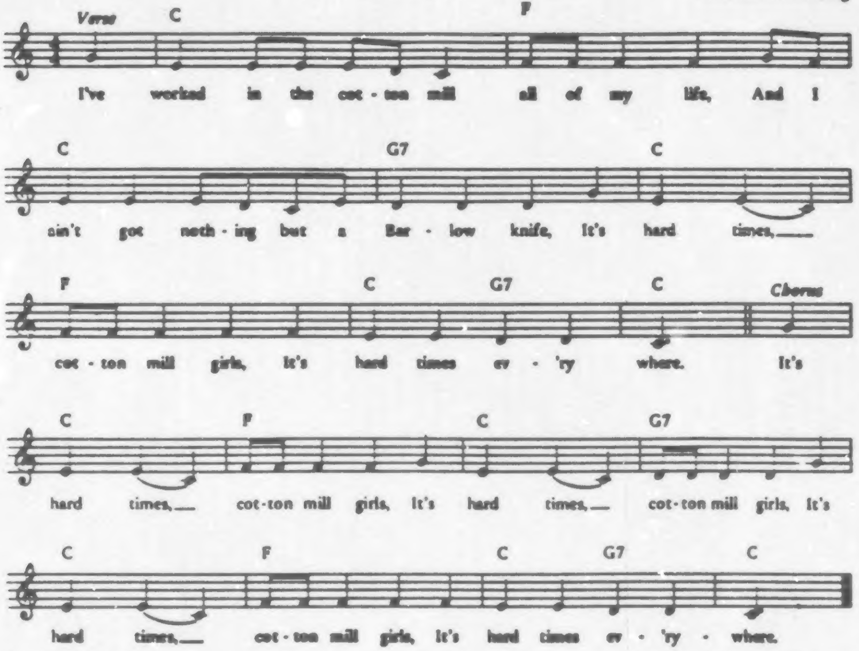
Here is a little child, not more than five years old . . . She has on one garment, if a tattered sacking dress can be so termed! Her bones are neary through her skin, but her stomach is an unhealthy pouch, abnormal. She has dropsy.

It is eight o'clock when children reach their homes—later if the mill work is behind and they are kept over hours. They are usually beyond speech. They fall asleep at the table, on the stairs.

Source: Hymowitz and Weissman. **A History of Women in America.** pp. 238-39.

COTTON MILL GIRLS

American Folk Song


Verse
C
F
G7
Chorus
I've worked in the cot - ton mill all of my life, And I
ain't got noth - ing but a Bar - low knife, It's hard times,
cot - ton mill girls, It's hard times ev - 'ry where. It's
hard times, cot - ton mill girls, It's hard times, cot - ton mill girls, It's
hard times, cot - ton mill girls, It's hard times ev - 'ry - where.

Us kids worked twelve hours a day
For fourteen cents of measly pay.
It's hard times, cotton mill girls.
It's hard times everywhere. *Chorus*

In nineteen fifteen we heard it said,
"Move to the country and get ahead."
It's hard times, cotton mill girls,
It's hard times everywhere. *(Chorus)*

When I die don't bury me at all,
Just hang me up on the spinning room wall,
Pickle my bones in alcohol,
It's hard times everywhere. *Chorus*

HISTORIC VIEWS OF TEACHING

In the early nineteenth century many women became teachers. The need for a large number of educated but inexpensive workers led to the rewards and detriments that have remained with this occupation. Here are two accounts by teachers,

Training to Become an Educator
Fannie Jackson Coppin (1837-1913)

My aunt in Washington helped me and I was able to pay my way to Oberlin. Oberlin was then the only College in the United States where colored students were permittd to study.

The faculty did not forbid a woman to take the gentlemen's course, but they did not advise it. There was plenty of Latin and Greek in it, and as much mathematics as one could shoulder. Now, I took a long breath and prepared for a delightful contest . . . Then, one day, the Faculty sent for me . . . It was custom in Oberlin that forty students from the junior and senior classes were employed to teach the preparatory classes. As it was now time for the juniors to begin their work, the Faculty informed me that it was their purpose to give me a class, but I was to distinctly understand that if the pupils rebelled against my teaching, they did not intend to force it. Fortunately for my training at the normal school, and my own dear love of teaching, tho there was a little surprise on the faces of some when they came into the class, and saw the teacher, there were no signs of rebellion. The class went on increasing in numbers until it had to be divided, and I was given both divisions . . .

Source: Lerner, ed. **Black Women in White America: A Documentary History.** pp. 88-89.

The School Marm
Anna Howard Shaw (1847-1919)

When my father had finished all he wished to say, I looked at him and answered, quietly, "Father, some day I am going to college."

I can still see his slight, ironical smile. It drove me to a second prediction. I was young enough to measure success by material results, so I added, recklessly:

"And before I die I shall be worth ten thousand dollars!"

The amount staggered me even as it dropped from my lips. It was the largest fortune my imagination could conceive, and in my heart I believed that no woman ever had possessed or would possess so much. So far as I knew, too, no woman had gone to college. But now that I had put my secret hopes into words, I was desperately determined to make those hopes come true . . .

My second year of teaching I was to receive five dollars a week and to pay my own board. I selected a place two miles and a half from the school-house, and was promptly asked by my host to pay my board in advance. This, he explained, was due to no lack of faith in me; the money would enable him to go "outside" to work, leaving his family well supplied with provisions. I allowed him to go to the school committee and collect my board in advance, at the rate of three dollars a week for the season. When I presented myself at my new boarding-place, however, two days later, I found the house nailed up and deserted; the man and his family had departed with my money, and I was left, as my committeemen sympathetically remarked, "high and dry." There were only two dollars a week coming to me after that, so I walked back and forth between my home and my school, almost four miles, twice a day; and during this enforced exercise there was ample opportunity to reflect on the fleeting joy of riches . . .

Source: Lerner, **The Female Experience: An American Documentary.** 1977, pp. 229-233.

THE LEADING 10 OCCUPATIONS OF WOMEN WORKERS 1870-1970

In order of size, and as reported in each census regardless of changes in definition

	1870	1890	1910	1930	1950	1970
1	Domestic Servants	Servants	Other Servants	Other Servants, Other Domestic and Personal Service	Stenographers, Typests and Secretaries	Secretaries
2	Agricultural Laborers	Agricultural Laborers	Farm Laborers	Teachers (school)	Other Clerical Workers	Sales Clerks (retail trade)
3	Tailoresses and Seamstresses	Dressmakers	Laundresses (not in laundry)	Stenographers and Typists	Saleswomen	Bookkeepers
4	Milliners, Dress and Mantua Makers	Teachers	Teachers (school)	Other Clerks (except clerks in in stores)	Private Household Workers	Teachers (elementary school)
5	Teachers (not specified)	Farmers, Planters and Overseers	Dressmakers and Seamstresses (not in factory)	Saleswomen	Teachers (elementary school)	Typists
6	Cotton-mill Operatives	Laundresses	Farm Laborers (working out)	Farm Laborers (unpaid family workers)	Waitresses	Waitresses
7	Laundresses	Seamstresses	Cooks	Bookkeepers and Cashiers	Bookkeepers	Sewers and Stitchers
8	Woolen-mill Operatives	Cotton-mill Operatives	Stenographers and Typewriters	Laundresses (not in laundry)	Sewers and Stitchers, Manufacturing	Nurses, Registered
9	Farmers and Planters	Housekeepers and Stewards	Farmers	Trained Nurses	Nurses, Registered	Cashiers
10	Nurses	Clerks and Copyists	Saleswomen (stores)	Other Cooks	Telephone operators	Private Household Cleaners and Servants

Sources: Decennial Census, 1870-1940; Janet M. Hooks, **Women's Occupations Through Seven Decades** (Women's Bureau Bulletin #218, U.S. Department of Labor)

WAHEENEE (ca 1850)

Life within the hundreds of different Native American tribes varied greatly. The plains Indian women were responsible for all aspects of home life, including building the shelters and farming. The home and food were the women's possessions. This oral history of Hidatsu life (of what is now North Dakota) was given by Waheenee when she was an old woman.

My father's lodge, or, better, my mothers' lodge—for an earth lodge belonged to the women who built it—was more carefully constructed than most winter lodges were. Earth was heaped thick on the roof to keep in the warmth; and against the sloping walls without were leaned thorny rosebushes, to keep the dogs from climbing up and digging holes in the roof. The fireplace was a round, shallow pit, with edges plastered smooth with mud. Around the walls stood the family beds, six of them, covered each with an old tent skin on a frame of poles.

A winter lodge was never very warm; and, if there were old people or children in the family, a second, or "twin lodge," was often built. This was a small lodge with roof peaked like a tipi but covered with bark and earth. A covered passage led from it to the main lodge.

The twin lodge had two uses. In it the grandparents or other feeble or sickly members of the family could sit, snug and warm on the coldest day; and the children of the household used it as a playhouse.

I can just remember playing in our twin lodge, and making little feasts with bits of boiled tongue or dried berries that my mothers gave me. I did not often get to go out of doors; for I was not a strong little girl, and, as the winter was a hard one, my mothers were at pains to see that I was kept warm. I had a tiny robe, made of a buffalo-calf skin, that I drew over my little buckskin dress; and short girls' leggings over my ankles. In the twin lodge, as in the larger earth lodge, the smoke hole let in plenty of fresh air.

My mothers had a scant store of corn and beans, and some strings of dried squashes; and they had put by two or three sacks of dried prairie turnips. A mess of these turnips was boiled now and then and was very good. Once, I remember, we had a pudding: dried prairie turnips pounded to a meal and boiled with dried Juneberries. Such a pudding was sweet, and we children were fond of it.

A Blackfoot woman and her baby in its cradleboard

To eke out our store of corn and keep the pot boiling my father hunted much of the time . . .

And so I grew up, a happy, contented Indian girl, obedient to my mothers, but loving them dearly. I learned to cook, dress skins, embroider, sew with awl and sinew, and cut and make moccasins, clothing, and tent covers. There was always plenty of work to do, but I had time to rest, and to go to see my friends . . .

For my industry in dressing skins, my clan aunt, Sage, gave me a woman's belt. It was as broad as my three fingers, and covered with blue beads. Only a very industrious girl was given such a belt. She could not buy or make one. No relative could give her the belt; for a clan aunt, remember, was not a blood relative. To wear a woman's belt was an honor . . .

Source: Katz, ed., **I Am The Fire Of Time,** pp. 24-25.

THE PIONEER CHALLENGE

After the difficult trip across the country, the pioneers found that their ordeal was just beginning. Women were involved in all aspects of the backbreaking work, but most important was the establishment of adequate shelter and farming--the basics of survival.

Miriam Davis Colt and her family left New York in 1856 to join a planned colony in Kansas that never materialized. This excerpt from her diary shows their desperate situation: isolated, inexperienced and ill-equipped.

"We are 100 miles from a grist-mill, and 50 from a post office . . . The **one plough** is broken. Father started off this morning to go twenty-five miles, down to the Catholic Mission where is the nearest blacksmith . . . each one trying all the time to appear cheerful—trying to make the best of present conditions . . . A cold, drizzling rain. The prairie wind comes whizzing in. Have hung up an Indian blanket at the door, but by putting trunks and even stones on to the end that drags, can hardly make it answer the purpose of a door. It is dark, gloomy, cheerless, and uncomfortable and cold inside."

In the treeless prairies, the pioneers built sod buildings. They were cave-like, dirty and musty, as this description from a Pennsylvania farmboy illustrates.

. . . "The people who lived in sod houses, and in fact all who live under a dirt roof are pestered with swarms of bed bugs . . . bugs infect the log and sod chicken coops too in countless thousands, or, if you wish to measure them up in a spoon, you can gather them up that way from between the sods in the walls . . . "

Life on the plains brought forth a new variety of challenges, including prairie fires, tornadoes and the dust storms. These storms became more frequent due to the erosion as settlers stripped away the sod. This account is from Nebraska in 1880.

"All day, . . . , the wind had blown nearly a gale. For moments together the almost solid banks of dust had gone slashing along the streets, hiding everything more than ten or fifteen feet away. At six o'clock there had come a strange calm, followed by a new, ominous rumbling . . . I glanced off toward the southward and saw a dense black mass rise up as if the prairies had been ground into fine powder and then spouted out by volcanic force. The mass moved up toward Omaha with terrifying velocity. It hid the sun, and then almost total darkness closed down upon the city."

The worst challenge was certainly the periodic insect swarms. This pioneer remembers the summer sky filling with silvery clouds in 1874.

"Grasshoppers! Inconceivable millions of them! They instantly filled the air. As I shaded my eyes with my hand and looked toward the sun . . . the air seemed filled for a mile upward with flakes of snow. Though the cloud itself passed slowly onward, the ground already was spread with those living creatures—all eating."

Source: Gray, **Women of the West**, pp. 133-139.

Prairie pioneers collected buffalo chips for fuel.

THE EMERGENCE OF NATIONAL ORGANIZATONS FOR BLACK WOMEN IN AMERICA

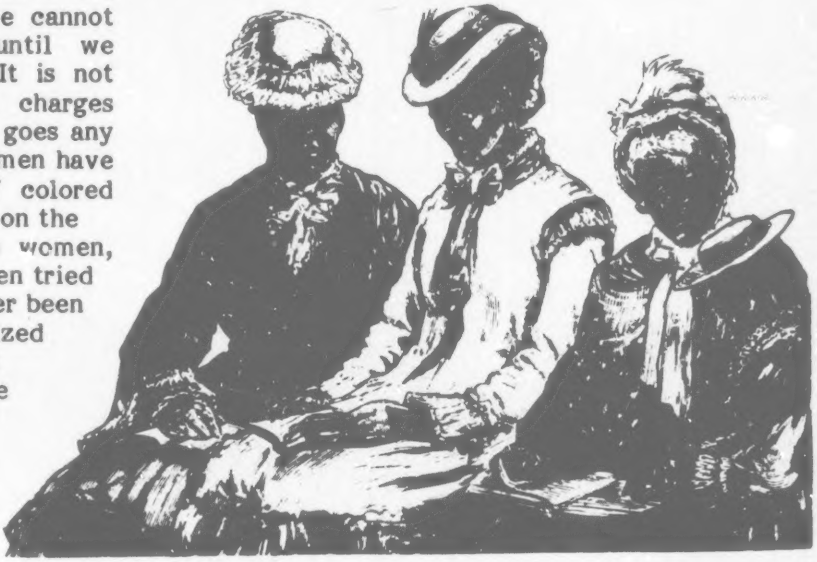
Historically, free Black women have always formed local groups in response to various community needs (for example, to support churches, schools, orphanages and old people's homes). Some evidence indicates that benevolent and secret societies existed even under slavery. In the two decades before the Civil War, abolition societies were organized by Black females to promote the antislavery movement.

Around 1895 lynching in America had begun to arouse censure and protest in countries outside of America. One attempt to counteract this censure was made by James Black in his statement to the British Society. He described Blacks in America as being wholly devoid of morality, and labelled Black women as prostitutes, natural thieves and liars. Such [illegible] statement prompted the convening of the first National Conference of Colored Women, which lead to the formation of the National Association of Colored Women (NACW). The following is an excerpt from a speech given by Josephine St. Pierre Ruffin at the first National Conference for Colored Women.

"The reasons why we should confer are so apparent that it would seem hardly necessary to enumerate them . . .

All over America there is to be found a large and growing class of earnest, intelligent, progressive colored women, women who, if not leading full useful lives, are only waiting for the opportunity to do so, many of them warped and cramped for lack of opportunity, not only to do more but to be more; and yet, if an estimate of the colored women of America is called for, the inevitable reply, glibly given, is, 'For the most part ignorant and immoral, some exceptions, of course, but these don't count . . .' Too long have we been silent under unjust and unholy charges; we cannot expect to have them removed until we disprove them through ourselves. It is not enough to try to disprove unjust charges through individual effort; that never goes any further. Year after year southern women have protested against the admission of colored women into any national organization on the grounds of the immorality of these women, and because all refutation has only been tried by individual work the charge has never been the first. Now with an army of organized women standing for purity and mental worth, we in ourselves deny the charge and open the eyes of the world to a state of affairs to which they have been blind often willfully so, and the very fact that the charges, audaciously and flippantly made, as they often are, are of so humiliating and delicate a nature, serves to protect the accuser by driving the helpless accused into mortified silence. It is to break this silence, not by noisy protestation of what we are not, but by a dignified showing of what we are and hope to become; that we are impelled to take this step, to make of this gathering an object lesson to the world . . ."

Source: Lerner, **Black Women in White America: A Documentary History. pp. 441-443.**



WOMEN WORKERS NEEDED:
World War I and II

World Wars I and II had a profound effect on both the women of America and changed the face of the workplace forever. During both wars the system of beliefs that supported and restricted women's role to child rearing and domestic service (her home or others') was supplanted by the belief that women were essential to the war effort for America to be victorious. Women worked in defense plants and other industries to replace men who were called for military service. Many women also served in the military. The war years showed the world what women of all races were capable of doing when given an opportunity and became the prototype for more recent attitudes about women's competence.

During World War II, over six million women entered the labor force: working in government offices, building war materiel, farming, flying planes and serving in the military. They followed in the steps of World War I women who had also performed unaccustomed tasks such as driving streetcars and building munitions.

Munitions factory worker during World War I

Welders in World War II defense plant

The question arises as to how a nation with such firm beliefs about the restricted role of women could so wholeheartedly encourage them to assume new roles. In both wars, the motivation was victory and the means was a massive publicity campaign. From every sector women were being told that it was their patriotic duty to leave their domestic chores, place their children in the care of others and work for the defense of America.

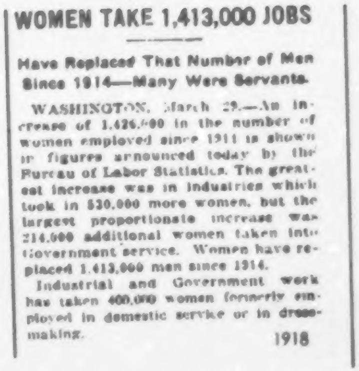
Not only did the nation close its eyes to its former notions of the role of women, it also became somewhat more color-blind. Black women abandoned farm and domestic service to work in higher paying factory jobs.

In Hawaii, where help was needed in fields and factories, Japanese women and men were exempted from Executive Order No. 9066, which had forced other Americans of their race into internment camps.

Picture Sources: American Women: Their Image, pp. 24-31. **LIFE Goes To War** (New York: Time-Life, Inc. 1977, pp. 140-1, 157). Baxandall, et. al. **America's Working Women**, p. 284. Unless otherwise noted, pictures in this issue are in the public domain.

The Work of War...

Ferry pilot solos



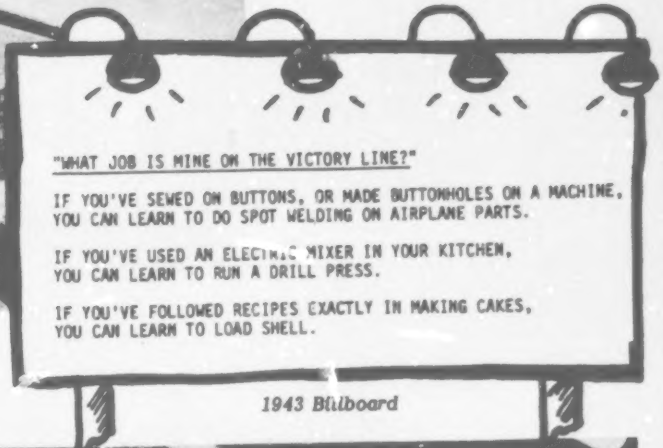
WOMEN TAKE 1,413,000 JOBS

Have Replaced That Number of Men Since 1914—Many Were Servants.

WASHINGTON, March 29.—An increase of 1,426,000 in the number of women employed since 1911 is shown in figures announced today by the Bureau of Labor Statistics. The greatest increase was in industries which took in 530,000 more women, but the largest proportionate increase was 214,000 additional women taken into Government service. Women have replaced 1,413,000 men since 1914.

Industrial and Government work has taken 400,000 women formerly employed in domestic service or in dressmaking.

1918



"WHAT JOB IS MINE ON THE VICTORY LINE?"

IF YOU'VE SEWED ON BUTTONS, OR MADE BUTTONHOLES ON A MACHINE, YOU CAN LEARN TO DO SPOT WELDING ON AIRPLANE PARTS.

IF YOU'VE USED AN ELECTRIC MIXER IN YOUR KITCHEN, YOU CAN LEARN TO RUN A DRILL PRESS.

IF YOU'VE FOLLOWED RECIPES EXACTLY IN MAKING CAKES, YOU CAN LEARN TO LOAD SHELL.

1943 Billboard

LIFE
10 CENTS

WAVE trainees

Air Force ferry pilot

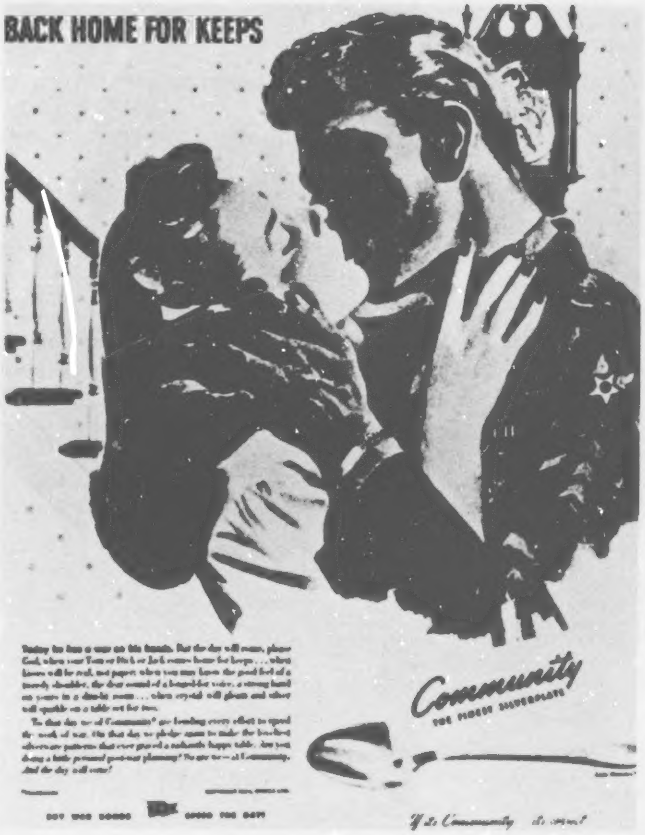
"Once women overcome the fear of handling tools, they become as expert as men."

85

...and the Aftermath

At the conclusion of both wars, women were summarily fired or placed in less skilled and lower-paying jobs. Again, publicity was used to pressure women into either returning home or turning to traditionally female jobs. While many women did just that, many others wanted to keep on working. Two years after World War II ended, there were one million more women working in factories than there had been in 1940. By 1949 the female labor force had increased by 5.25 million over pre-war days and married women comprised a majority of that group.

While the gains in employment for females were largely lost when World War I was over, some lasting changes occurred which had a profound impact on women and the entire society. Not only did women win the right to vote, they never again were as restricted in behavior as they had been prior the war. Likewise following World War II women began to influence legislation barring discrimination against women. Though homemaking and childrearing were espoused as the ultimate destiny of women in the 1950's, the years of being valued skilled workers in industry and business had carried a message that was not to be forgotten.



"Today he has a war on his hands. But the day will come when your Tom or Dick or Jack will come home for keeps . . . when kisses will be real, not paper; when you may know the feel of a tweedy shoulder . . . when silver will sparkle on a table . . . Are you doing a little personal post-war planning?"

1943 ad for silverware

JOBLESS WOMEN PUT AT HALF A MILLION

Miss Hickey of WMC Advises Those Who Want to Continue Working

Special to The New York Times

WASHINGTON, July 18—Margaret A. Hickey, chairman of the Women's Advisory Committee of the War Manpower Commission, estimated today that at least a half million women were unemployed as a result of cutbacks.

Miss Hickey named as areas of "substantial surpluses" Detroit, Brunswick, Ga., St. Louis, and Portland, Ore., and asserted that greater dislocations were inevitable. She was referring only to women who have been working and who want to continue working—not to those who will voluntarily reassume the role of housewife.

"Throughout the country there is a growing uneasiness about women's unemployment after the war," said Miss Hickey. "There are even a lot of people who are trying to find ways of denying employment to women. Women should not wait until a sign is up which says, 'No women wanted'. They should start swinging on the subject of full employment right now."

Miss Hickey said she would go to England soon to study with the British government and cooperating private agencies measures being used there to solve the problems of shifting women from war production to civilian jobs and fitting them into the general reconversion of industry.

She will also study their policies on the training and utilization of woman-power to the best peacetime advantage. She hoped to be able to obtain information which might help in guiding this country.

"Are women going to be sitting on benches in the employment offices when they ought to be learning new skills?" she asked. "Are they going to be using up their war-time savings frantically looking for jobs?"

She maintained this country should be moving to prevent major dislocations when the war ends. She recommended four measures: full employment legislation; expansion of the employment service to include counselling as well as placement; continuance of Federal aid training programs equally available to women and men; and the widest application of the equal pay principle, including legislation on it.

1945

Women in Men's Work While Needed Elsewhere.

To the Editor of The New York Times:

The problem of finding employment for the returning troops is, without doubt, a very big one, and unless every possible effort is made to solve it the situation promises to become quite serious. Many steps have been taken already, but there seems to be one measure which has been largely neglected, and yet it is of the most vital importance. I refer to the numerous positions now held by women which were formerly filled by men. In not a few instances the women are retained because they work for something less.

I see hundreds of girls holding jobs on the street railways, in apartment houses, and stores, running elevators, in hotels and restaurants as waitresses, and in various mercantile establishments doing clerical work. A great many of these women are married and their husbands work also. On the other hand there is a tremendous shortage of female help for household services, and I venture to claim that a tremendously large percentage of these women are better qualified for domestic positions than for the situations they now hold. Therefore, as a matter of patriotism, employers should be urged to give men, particularly discharged soldiers, the preference.

LOUIS H. SCHWARTS.

New York, March 27, 1919.

1919

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WOMEN'S HISTORY RESOURCES

If you or members of your district staff are interested in pursuing study of women's history or the use of primary resources, we have many relevant books in our collection. These and other materials are available on loan from the CSES Resource Center. You may want to purchase selected titles for your professional library.

HISTORIES OF WOMEN IN AMERICA

Carroll, Bernice. **Liberating Women's History: Theoretical and Critical Essays.** Champaign, Illinois: University of Illinois Press, 1976.

Cott, Nancy and Pleck, Elizabeth. **A Heritage of Her Own: Toward a New Social History of American Women.** New York: Simon and Schuster, 1979.

Davis, Marianna W., editor. **Contributions of Black Women to America, Vol 1.,** The Arts, Business & Commerce, Media, Law, Sports Vol. 2., Civil Rights, Politics, Government, Education, Mediocre. Charleston, South Carolina: Science Kenday Press, Inc., 1982

Gridley, Marion. **American Indian Women.** New York: Hawthorn Books, 1974

Gurko, Miriam. **The Ladies of Seneca Falls.** New York: Schocken Books, 1974.

Hahn, Emily. **Once Upon a Pedestal.** New York: Signet Books, 1974.

Harley, Sharon and Terborg-Penn, Rosalyn. **The Afro-American Woman: Struggles and Images.** Port Washington, New York: Kennikat Press, 1978.

Hymowitz, Carol and Weissman, Michaele. **A History of Women in America.** New York: Bantam Books, 1978.

Janeway, Elizabeth. **Between Myth and Morning: Women Awakening.** New York: Morrow, Inc., 1974.

Katz, William L. **Teachers Guide to American Negro History.** Chicago: Quadrangle Books, 1968.

Landes, Ruth. **The Ojibway Woman.** New York: W.W. Norton & Co., 1938.

May, Antionette. **Different Drummers, They Did What They Wanted.** Millbrae, CA: Les Femmes Press, 1976.

Nies, Judith. **Seven Women: Portraits from the American Radical Tradition.** Penguin Books, 1977.

Niethammer, Carolyn. **Daughters of the Earth: The Lives and Legends of American Indian Women.** New York: Collier Books, 1977.

O'Neill, William. **Women at Work.** New York: New York Times Book Co., 1972.

Parker, Gail. **The Oven Birds: American Women on Womenhood 1820-1920.** Garden City, NY: Anchor Books, 1972.

Rowbotham, Sheila. **Hidden from History, Rediscovering Women in History from the 17th Century to the Present.** New York: Vintage Books, 1976.

Ryan, Mary. **Womanhood in America: From Colonial Times to the Present.** New York: New Viewpoints, 1975.

Sochen, Judith. **Movers and Shakers: American Women Thinkers and Activists, 1900 -1970.** New York: New York Times Book Co., 1973.

Stephenson, June. **Women's Roots: Status and Achievements in Western Civilization.** Napa, CA: Diemer Smith Publishing Company, 1981.

Stern, Madeleine. **We the Women: Career First in 19th Century America.** New York: Franklin and Company, 1962.

Taylor, Kathryn. **Generations of Denial: 75 Short Biographies of Women in History.** New York: Times Change Press, 1971.

Tax, Meredith. **The Rising of the Women.** New York: Monthly Review Press, 1980.

Terrell, John and Terrell, Donna. **Indian Women of the Western Morning: Their Life in Early America.** New York: Dial Press, 1974.

PRIMARY RESOURCE ANTHOLOGIES

Alloy, Evelyn. **Working Women's Music.** Somerville, MA: New England Free Press, 1978.

Asian's Women Journal. **Asian Women.** Berkeley: University of California, 1975.

Baxandall, Rosalyn, et. al., ed. **America's Working Women: A Documentary History 1600 to Present.** New York: Random House, 1976.

Christy, Howard C. **The American Girl.** New York: DaCapo Paperback, 1906.

Coffin, Tristram Potter. **The Female Heroine Folklore and Legend.** New York: Simon and Schuster, 1975.

Grant, Linda DaPauw and Hunt, Conover. **"Remember the Ladies:" Women in America 1750 - 1815.** New York: Viking Press, 1976.

Gray, Dorothy. **Women of the West.** Millbrae, California: Les Femmes Press, 1976.

Hughes, Langston, et al. **A Pictorial History of Black Americans.** New York: Crown Publishers, Inc., 1973

Katz, Jane. **I Am the Fire of Time, The Voices of Native American Women.** New York: Dutton Publishers, 1977.

Lerner, Gerda, ed. **Black Women in White America: A Documentary History.** New York: Random House, 1973.

Lerner, Gerda. **The Female Experience: An American Documentary.** Indianapolis: Bobs-Merrill Co., 1977.

Lowenberg, Bert and Bogin, Ruth. **Black Women in Nineteenth Century American Life; Their Words, Thoughts, Feelings.** University Park, PA: State University Press, 1976.

Mackenzie, Midge. **Shoulder to Shoulder.** New York: Alfred Knopf, 1975.

Moffatt, Mary Jane, ed. **Revelations: Diaries of Women.** New York: Vintage Books, 1974.

Moraga, Cherrie and Anzaldria, Gloria, ed. **This Bridge Called My Back: Writings by Radical Women of Color.** Watertown, Massachusetts: Persephone Press, 1981.

Murray, Janet. **Strong Minded Women & Other Lost Voices from 19th Century England.** New York: Parthenon Books, 1982.

Papachristou, Judith. **Women Together - A History in Documents of the Women's Movement in the U.S.** New York: Alfred Knopf, 1976.

Rubinstein, Charlotte Streifer. **American Women Artists.** New York: Avon Publishers, 1982.

Tufts, Eleanor. **Our Hidden Heritage: Five Centuries of Women Artists.** New York: Paddington Press Ltd., 1974.

Vlach, John. **The Afro-American Tradition in Decorative Arts.** Cleveland: The Cleveland Museum of Art, 1978.

WEEA MATERIALS

America's Women of Color. St. Paul Public Schools, Minnesota. Set of five filmstrips, teachers manual and curriculum guides on American Indian, Asian American, Black and Hispanic Women. Separate guides for elementary and secondary use.

Breaking the Silence: 7 Courses in Women's Studies. Goddard College. Readings, activities, resources. Includes perspective on poor, third world, and institutional women. High school to adult.

In Search of Our Past: Units in Women's History, Berkeley Unified School District, California. Separate works on U.S. History and World History. Junior High focus.

Sources of Strength: Women and Culture, Far West Laboratory or Educational Research and Development, San Francisco. Massive volume of activities and readings on Asian and African women. Senior high focus.

Women in American History. American Federation of Teachers. Washington, D.C. Four separate books divided chronologically. Readings, activities, discussion questions, resources. High school focus.

ORGANIZATIONAL RESOURCES

The following organizations have primary or secondary resource materials relevant to women's history and minority history. Most are available free of charge or at a minimal cost.

National Women's History Week Project
P.O. Box 3716
Santa Rosa, CA 95474
(707) 526-5974
Publishes yearly catalogue of ideas, posters and pamphlets.

TABS: Aids for Ending Sexism in Schools
744 Carroll Street
Brooklyn, NY 11215
(212) 788-3478
Publishes quarterly magazine of ideas and resources ($20.00/year) and sets of women's history posters (24 for $53.00; 10 for $23.00)

American Historical Association
400 A Street S.E.
Washington, D.C. 20003
(202) 544-2422
Report on scholarship on the history of women, career information, and pamphlet on teaching women's history.

American Federation of Teachers
11 Dupont Circle NW
Washington D.C. 20036
Publishes **Women in American History** series of books.

National Archives for Black Women in History
1318 Vermont Avenue, NW
Washington, D.C. 20005
(202) 332-9201
Comprehensive collection of materials, traveling exhibits, brochures and booklets.

Folksong in the Classroom Newsletter
Dr. Lawrence Seidman
Long Island University
140 Hill Park Avenue
Great Neck, NY 11021
Inexpensive, periodic newsletter, devoted to single issue or era. Write for sample issue and details.

Documentary Photo Aids, Inc.
P.O. Box 956
Mount Dora, FL 32757
(904) 383-8435
Sets of original photos and pictures catalogued by topic, each set contains background booklet. Free catalogue.

Northeast Network for Curriculum Coordination
Rutgers, The State University
Building 4103, Kilmer Campus
New Brunswick, NJ 08903
(201) 932-3845
Women At Work Pamphlet

Women in World Area Studies
Upper Midwest Women's History Teacher Resource Center
St. Louis Park Schools
6425 W. 33rd Street
St. Louis Park, MN 55426
(612) 925-4300
Publishes series of secondary school texts and fimlstrips on women in Africa, the Middle East, Traditional and Modern China, India, USSR, Ancient Greece and Rome, Medieval Europe and Latin America.

PUBLICATIONS AVAILABLE

The following materials are still available in limited quantities. If you would like to request a copy, please write to:

Publications, CSES
SEB 1046
University of Michigan
Ann Arbor, MI 48109-1259
(313) 763-9910

Breakthrough issue on Effective Schools

CSES Drama Bank A collection of materials and activities utilizing drama to convey equity issues.

Handbook of Activities to Combat Sexism in Education

Multiethnic Calendar, 1983-84

"Remember the Ladies!" A Handbook of Women in American History

Title IX Line issue on Sexual Harassment

Title IX Line issue on Women in Administration

Title IX Line issue on Vocational Education

Who's Hurt and Who's Liable: A Curriculum Guide for High Schools

Women, Math and Science: A Resource Manual

Women's History Week Lesson Plans, 1983

Permission may also be requested to reprint selected materials.

Do we have your correct address?

______ change ______ delete ______ add

Name and Title ____

Organization ____

Address ____

____ Zip ________

Please send to:

Mailing List
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University of Michigan
School of Education
Ann Arbor, Michigan 48109-1259

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Women's History

Week

March 4-10

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VOL. IV, No. 3. Spring 1984

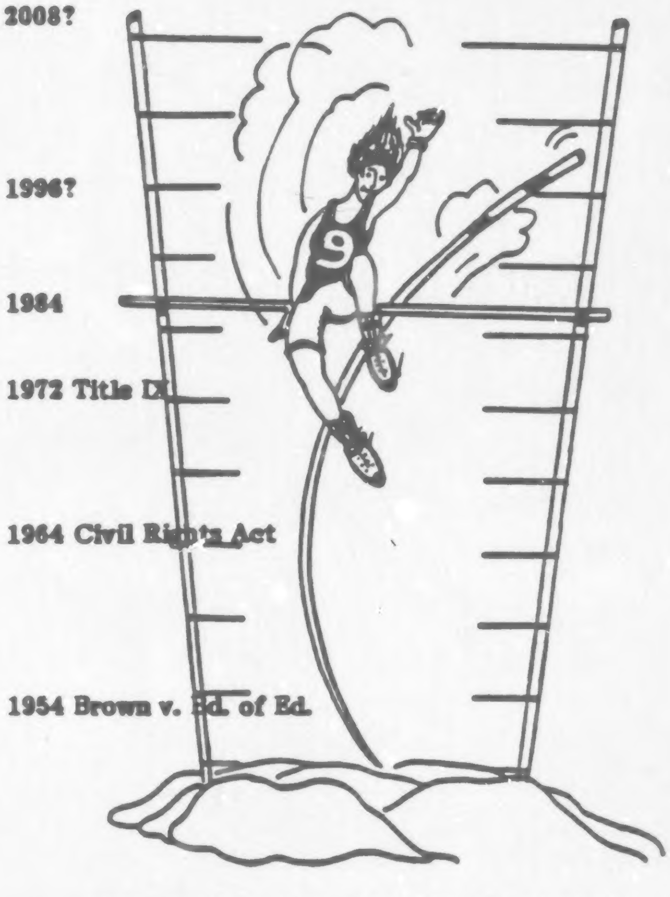
FROM THE DESK OF THE DIRECTOR

Charles D. Moody, Sr.

This year marks the 30th Anniversary of the landmark Brown v. the Topeka Board of Education Supreme Court decision. It also marks the 20th anniversary of the 1964 Civil Rights Act. It is the 12th anniversary of Title IX. That means that the students who were entering kindergarten at the time of its passage are now ready to graduate from high school. This issue of Title IX Line is a special one about the public policy aspects of equity in education. We have attempted to put these landmark public policies into a context that will allow us an opportunity to: a) objectively assess the progress that has been made toward equity; b) build on the strength of our successes; c) identify those areas where work still needs to be done to remediate the unfulfilled promises and intents of these policies; d) offer some strategies, activities and programs that may facilitate continued strides toward the fulfillment of both the letter and spirit of equity in education.

As a center that has been working for over the past fourteen years in the field of education, we found it a difficult task to walk that very fine line that separates what is, from what we hoped it would be. We were exceedingly careful not to paint a picture of euphoria or one of doom but one that accurately portrays the status of sex equity in our schools. The selection of articles included in this issue of Title IX Line does an excellent job of this.

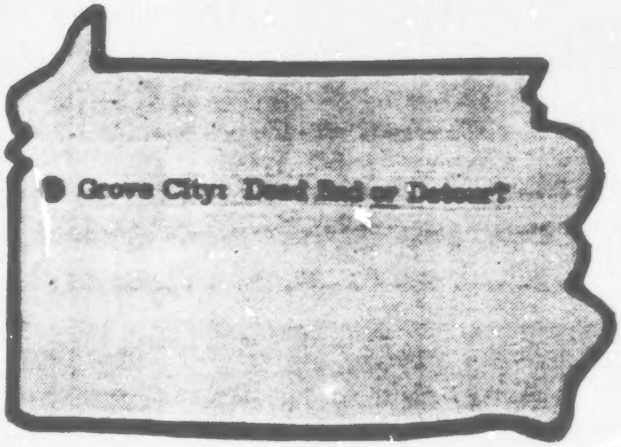
SEX EQUITY AS A PUBLIC POLICY ISSUE



The article discussing the Grove City Case gives not only the opinions rendered by

continued on p. 8

Title IX Line is a periodic publication of The Center for Sex Equity in Schools, a desegregation assistance center funded by the U.S. Department of Education pursuant to Title IV of the 1964 Civil Rights Act. The contents, however, do not necessarily reflect the position or policy of the Department of Education and no endorsement should be inferred.



Early this year, the Supreme Court issued a ruling that has left educators and civil rights advocates wondering if Title IX of the Educational Amendments has been rendered virtually useless in opposing sex discrimination in education.

The decision in question was issued in the case of Grove City College v. Terrel H. Bell, Secretary of Education. Assuring compliance, the Court ruled 9 to 0 that because federal student financial aid constitutes federal assistance, a college must comply with Title IX regulations. However, the court went on to rule in a 6 to 3 decision that compliance applies not to the entire institution but only to the program or activity that is the direct recipient of the funds.

Since the decision was announced on February 28th, there has been a great deal of uncertainty and speculation about the impact of such a narrow interpretation of the law. Some understanding of the history of this case would be helpful in trying to assess the impact of this decision.

History of the Case

Grove City College is a small, private, liberal arts college in Pennsylvania which has tried to maintain its independence from governmental scrutiny and regulations by not seeking federal or state financial assistance. The college has also never been accused of practicing discrimination.

The controversy with the government arose because some Grove City students received Basic Educational Opportunity Grants (BEOG's) commonly known as Pell Grants. These grants were not administered by the college. Instead, the students applied for and received the aid directly from the federal government. However, in the eyes of the Department of Education, Grove City College was receiving federal aid through these students. Therefore, the college was asked to file the customary assurance that it was complying with the anti-discrimination regulations listed in Title IX. The college refused on the grounds that the students and not the college received the aid. Failing to get an Assurance of Compliance, the Department of Education threatened to withhold funds from Grove City students. At that point, the college and four of its students filed a suit against the government in Federal District Court and that court ruled to block the Department's enforcement proceedings.

The Department of Education then took the case to the United States Court of Appeals which ruled in August, 1982 that Grove City College was indeed subject to Title IX regulations and that those regulations applied to the institution in its entirety.

Still maintaining that it was not subject to Title IX, the college appealed to the Supreme Court for a ruling. At the time that the case went to the Supreme Court, the Reagan Administration took the position of the past three administrations, namely, that receipt of scholarship aid made the entire college subject to Title IX. However, in November 1983, the Administration reversed itself and took a "program-specific" view of the applicability of Title IX. That is, Title IX regulations apply only to the program or activity that receives the federal aid. This reversal meant that there was no one to present arguments of a broader interpretation of the law. When a coalition of women's groups asked to take part in the oral arguments, the court denied the request.

Writing for the majority, Justice White said, "We have little trouble concluding that Title IX coverage is not foreclosed because federal funds are granted to Grove City's students rather than directly to one of the college's educational programs. There remains the question of identifying the education program or activity of the college that can properly be characterized as 'receiving' federal assistance through grants to some of the students attending the college."

In other words, the court ruled on the first issue that because some students who attend Grove City College receive federal grants, the college is subject to Title IX regulations. On the second issue, a broad interpretation of the law might have been that since the federal grants are used to pay tuition and that tuition is then dispersed throughout the college, the federal aid permeates the entire institution. Indeed Justice White writes that, "Most federal educational assistance has economic ripple effects throughout the aided institution, and it would be difficult, if not impossible, to determine which programs or activities derive such indirect benefits."

However, stating that federal financial aid is sui generis or unique, "We have found no persuasive evidence suggesting that Congress intend that the U.S. Education Department's regulatory authority follow federally aided students from classroom to classroom, building to building, or activity to activity. In purpose and effect, BEOG's represent federal financial assistance to the college's own financial aid program, and it is that program that may properly be regulated under Title IX."

In short, because Grove City's students receive federal aid, the college is subject to Title IX regulations, but those regulations only apply to the program which has been designated as the recipient of that aid, namely the college's office of financial aid.

It should be noted that three Justices dissented from this second opinion: Justice Stevens on the grounds that the question of program specificity was never really before the court, and Justices Marshall and Brennan on the grounds that, "the court completely disregarded the broad remedial purposes of Title IX...Moreover, a careful examination of the statute's legislative history...will demonstrate that the court's narrow definition of 'program or activity' is directly contrary to congressional intent."

Pointing to the "absurdity" of the court's decision, Justice Brennan goes on to say, "According to the court, the 'financial aid program' at Grove City College may not discriminate on the basis of sex because it is covered by Title IX, but the college is not prohibited from discriminating in its admissions, its athletic programs, or even its various academic departments. The court thus sanctions practices that Congress clearly could not have intended."

Reactions to the Ruling

Reactions to the ruling ranged from that of William Bradford Reynolds, Assistant Attorney General for Civil Rights, who commented that "as a practical matter the decision will have little or no effect at all," to that of some women's rights advocates who say that the decision "cuts the guts" out of Title IX and opens the door to renewed discrimination toward women and girls.

Much of the apprehension arising from the decision has focused on the area of athletics and the possibility of cutbacks in women's programs in that area. Quoted in the February 29th issue of the New York Times, Ronald K. Calgaard, President of Trinity University in Texas, echoed these fears. "If your athletic department has serious deficits and there is a less than enthusiastic commitment to equity in the first place, it may provide a convenient way to cut back on the number of sports or scholarships or coaches."

However, Education Week of March 7, 1984 reports educators and civil rights leaders as generally agreeing that the impact will vary depending upon the type of federal aid received and whether or not a school is located within a state that has its own sex-equity laws. Attorney Jean King of Michigan, who has tried a number of sex equity cases, comments, "It won't have a significant impact in Michigan because we have a very strong state law. Once I thought that Title IX was the be-all and end-all. But now, I'd much rather rely on the state law." (See chart on p. 6 for related state laws.)

Impact of the Decision

In spite of the controversy surrounding this case, the fact is that the Supreme Court has issued a decision. If that decision is perceived to be inconsistent with the Congress' intent, the most direct way of correcting that inconsistency would be to change the law itself. Representative Claudine Schneider of Rhode Island is attempting to do just that by sponsoring HR 5011, a bill designed to clarify the language of Title IX. Reporting 140 co-sponsors secured within the first week, she is optimistic about its passage. Another, more encompassing piece of legislation is also being drafted which would modify the language in those anti-discrimination laws covering race, age, and disability as well as sex. Some advocates are calling it the Civil Rights Act of 1984.

Most comments reported in the press have focused on the impact of the decision on colleges. The decision could impact K-12 schools as well, though the exact nature of that impact is hard to predict.

Certainly, the program-specific interpretation of the scope of Title IX will not be helpful in promoting sex equity policy and practice within the schools. There is also the real possibility that the cost of bringing a sex discrimination case to court will increase substantially because of the need to prove which of a school's programs and activities actually receive federal funds.

Many of the comments made publicly following the decision appear to be based on two assumptions. The first is that the Administration does not support programs promoting women's rights and this court decision is just one more tangible evidence of that position. The second is that there are a substantial number of people in education who have been awaiting just such a decision to begin dismantling sex equity programs within the schools and returning to the "good old days" before 1972. Whether or not there is substance to these assumptions, they raise serious questions about the role of the law in promoting equity initiatives.

On the one hand, it seems that too little credit is given to the impact of Title IX. This law has provided both legitimacy and priority to the pursuit of equity in education and after twelve years, that pursuit has caused many school districts to view sex equity as an integral part of their educational program. As Edward T. Foote, President of the University of Miami points out, "There has been a major change in people's attitudes toward what is fair. It has happened through American society and universities are no different," (New York Times, 2/29/84). Perhaps of even more importance, Title IX has changed our expectations. The high school senior who was a first-grader when the law was enacted, has higher expectations of an equal opportunity than did her mother or grandmother. It is those expectations that will lead her to seek and secure equitable treatment and opportunity.

On the other hand, perhaps too much importance is placed on the role of the law. It is possible to meet the letter of the law, without meeting its spirit. In those schools and colleges where compliance is viewed as merely checking off items on a list, little real progress has been made. The law cannot replace vision and commitment; it can only direct and refine that vision and commitment. What is needed is both rededication to the principles of equity and educational leaders who are motivated to make those principles a reality in the lives of the students.

It is possible that the Supreme Court's decision will have a positive effect on the cause of sex equity after all. It may well be time to tighten the language of Title IX and similar anti-discrimination laws and to make sure that our states have their own laws governing discrimination. It may also be time to stop relying on the law to do what can be done without the law: to provide an education for all our students that is free of discrimination and full of opportunity.

- Jacquie Terpstra

The Grove City ruling may be found in its entirety in Education Week 3 (March 7, 1984) pp. 13-16.

FEDERAL LAWS, STATUTES & REGULATIONS GUARANTEEING EQUITY

Fourteenth Amendment to the United States Constitution, 1868	Guarantees all citizens equal protection and privilege under the law; applies to Federal and state laws; guarantees due process.
Equal Pay Act of 1963	Requires employers to provide men and women equal pay for providing work of similar skill, effort, responsibility and working conditions.
Civil Rights Act of 1964	Broad-based law that prohibits discrimination on basis of race, color, religion, and national origin, in programs and activities receiving Federal assistance including education.
CRA, Title IV, 1964	Provides non-discrimination in education on the basis of race, color, religion and national origin.
CRA, Title VI, 1964	Prohibits discrimination based on race and national origin in educational programs and activities receiving or benefiting from federal financial assistance.
CRA, Title VII, 1964 Amended by EEOC, 1972	Prohibits discrimination on basis of race, sex, color, religion and national origin in any terms, condition, or privilege of employment. Covers all educational institutions, governments and employers of over 15 employees. (Federal assistance is not a factor). Empowers Equal Employment Opportunity Commission to investigate and mediate complaints.
Executive Order 11246 Amended 1967	Presidential order establishing policy that in order to receive federal contracts, employers must prove their assurance of equal employment opportunities for minorities and women; includes all aspects of employment (i.e. recruitment, hiring, transfer, promotion, demotion, layoff, etc.)
Title IX, Education Amendments, 1972	Prohibits discrimination based on sex in all educational institutions. Implementation regulations specifically detail prohibitions in admissions, access to courses, counseling, athletics, vocational programs, student treatment, etc. States pregnancy must be treated as all other temporary disabilities.
Section 504, Rehabilitation Act, 1973	Prohibits discrimination based on handicap in any program, or activity that receives Federal aid; applies to educational programs, employment and public facilities.
Vocational Education Amendments, 1976	Addresses disparate participation of women in vocational education programs, provides human and monetary resources for state sex-equity coordinators; requires programmatic evaluation and remedial strategies.

Ask the Equity Expert
A QUIZ FOR YOU

As the Equity Expert in East Byas School District, people often come to you for advice about equity-related complaints. Using the chart on Federal Laws (p.5), determine which laws should be considered, and may in fact be violated in each of the following cases. Substantially more information would be needed before you could conclude that these situations do in fact represent unlawful policies or practices, but see if you can determine the first step: **Which law applies in each case?** Answers are on page 8.

1. A highly qualified assistant principal who happens to be a woman is passed over for promotion. There are no female building heads in East Byas.

2. A PTO-sponsored review of the disciplinary actions taken against students shows that boys are suspended for non-violent offenses (i.e. smoking, skipping classes, etc.) while girls are referred to the detention center.

3. The women's basketball coach of East Byas High receives only half the amount of pay that the men's basketball coach receives. The seasons are the same length and the squads are relatively the same size.

4. A parent of two high school students both interested in medical careers expresses concern when the counselor gives her daughter brochures on nursing careers, and her son information on medical and surgical careers.

5. An East Byas High student who is pregnant is told that she must give up her office in the School Spirit Club and resign from the Special Choral Ensemble.

6. Admission to the Honors Program at East Byas High requires higher grade point averages for girls than for boys. A group of girls are interested in challenging this policy.

7. A written exam is given to students applying to East Byas High's Police Cadet vocational programs. Tests are scored differently depending on the sex of the student. There are only two girls currently in the program.

8. The CO-OP office sends a female student to a job placement as a printer's helper. The printer tells her that he cannot take a female helper.

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STATE LAWS RELATIVE TO EDUCATIONAL EQUITY

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State	Legislation, Policy, Date	Content Description	Enforcement Agency
Illinois	Equal Rights, Article I §18, 1970	Guarantees equal protection of the law for both sexes, covers state and local governments and school districts.	
	Sex Equity in Education Chapter 122, §27.1, 1975	Guarantees equal access to all courses and instructional programs.	State Board of Education 100 North First Street Springfield, IL 62777 (217) 782-2221
	§24.7, 1975	Guarantees equal access to physical education and athletics programs.	
	School Code, §24.4 - 24.7, 1977	Implementation guidelines for laws guaranteeing sex equity in education. Addresses admissions, employment, instruction, classroom practices, textbooks, counseling, extracurricular activities, honors and awards, and requires accessible grievance procedures.	State Board of Education
Indiana	Indiana Statute, §22.9 - 1 - 2, 1973	Statement of state policy to provide equal, non-segregated, non-discriminatory educational opportunities and facilities regardless of race, sex, creed, or national origin.	
	Equal Educational Policy	Assures equal educational opportunities for all, regardless of race sex, religion, language, socio-economic status, national origin, physical or mental condition, or marital status. Recognizes physiological differences between sexes and allows for appropriate, nondiscriminatory distinctions.	Indiana Department of Public Instruction State House, Room 227 Indianapolis, IN 46204 (317) 232-6612
Michigan	Elliott Larsen Civil Rights Act §37.1201, 1976	Prohibits discriminatory practices, policies and customs based on religion, race, color, national origin, age, sex, height, weight or marital status; preserves confidentiality of records in related cases; establishes civil rights commission and department of civil rights. Applies to any public institution and accommodation (i.e. employment, housing, educational institutions, etc.) Amended to include sexual harassment, 1980.	State of Michigan Department of Civil Rights Senate Office Building 125 West Allegan Lansing, MI 48913
	State Laws: §380.1300, 1976	Prohibits discrimination in merit scholarships for high school students.	Michigan Department of Civil Rights
	§380.1289, 1976	Prohibits discrimination in non-contact athletic programs and by athletic associations (implicitly allows separate girls teams).	Michigan Department of Civil Rights
	§380.1173, 1976	Authorizes State Board to make biennial survey to determine degree to which instructional materials reflect multi-racial, multi-ethnic, sex fair concepts.	Michigan State Department of Education P.O. Box 30008 Lansing, MI 48909 (517)373-3354
Minnesota	Minnesota Human Rights Act	Prohibits discrimination in education on basis of race, color, religion, national origin, sex, marital status, disability, age or status regarding public assistance.	Minnesota Department of Human Rights Bremer Building, Room 240 419 North Robert Street Saint Paul, MN 55101
	Minnesota Statute §126.21, 1978	Prohibits discrimination based on sex in athletics; establishes equal opportunity for both sexes to participate in elementary and secondary athletics programs.	Minnesota Department of Human Rights
	Minnesota State §124.15	Provides for punitive reduction in state aid to school districts permitting violation of state and federal anti-discrimination laws on basis of above criteria; directs compliance filing procedures.	Minnesota Department of Education Capitol Square Building 550 Cedar Street Saint Paul, MN 55101 (612) 296-3358
	Minnesota Board of Education; Rule 4 (§1.004)	Prohibits use of sex as criteria for course enrollments (except for locker room privacy and human reproduction courses); guarantees equal educational opportunity for all pupils.	Minnesota Department of Education
Ohio	Department of Education Policy, 1976	Policy statement reaffirming non-discrimination on the basis of sex, signed by superintendent.	Ohio Department of Education 65 South Front Street, Room 808 Columbus, OH 43215 (614) 466-3304
	Resolution, 1980	Guarantees policy of equal educational opportunities for both sexes in vocational programs.	Ohio Department of Education
	Resolution, 1981	Reaffirms commitment to equal educational opportunity for all students in all programs, commits DOE's continued technical assistance in sex equity for local districts.	Ohio Department of Education
Wisconsin	Statute, §766.15, 1976	Guarantees equal educational opportunity for all in admission and participation in public school regardless of sex, race, religion, or national origin. Identifies school board members as responsible parties.	State Department of Public Instruction 125 South Webster Street P.O. Box 7841 Madison, WI 53707 (608) 266-1771

MODEL STATE EQUITY LAWS

Several state legislatures have recently passed their own laws covering gender fairness in education. Patterned after Title IX, these laws usually include more detail in terms of coverage, scope, and enforcement. State laws help remove much of the controversy surrounding sex equity in education when commitment or philosophy on the federal level fluctuates or when language is unclear.

The state gender equity in education laws of California and Washington State are considered examples of model legislation. A summary of these laws follows.

WASHINGTON - Chapter 28 A.85, Sexual Equality Mandated For Public Schools.

Coverage: grades K-12 of public schools.

Employment: credential requirements, pay scale, assignment of duties, conditions of employment (i.e., hiring, promotion, lay-off, etc.) must be sex fair.

Counseling: must be equally accessible and stress all career and vocational options to students without regard for sex.

Athletics: offered to all students without regard to sex; separate teams are allowable; equipment, medical care, coaching, competition, publicity, awards, and facilties must be comparable for both sexes. Student survey of interest for participation in specific sports must be distributed every 3 years.

Course Offerings: available to all students regardless of sex.

Textbooks and Instructional Materials: must adhere to bias-free guidelines developed by superintendent for public instruction.

Administration: compliance timetable, enforcement regulations, and affirmative action guidelines to be adopted by all districts.

Civil Relief: complainants have right to sue for damages in civil court.

Enforcement: superintendent for public instruction can withhold all or part of state appropriation, terminate specific programs, institute mandatory affirmative action programs, or place offending districts on probation.

CALIFORNIA -Article 4, Sec. 40, 1977, Amended 1982, Equal Opportunity Without Regard To Sex of the Student.

Coverage: elementary, secondary schools, and community colleges, including non-academic and elective courses.

Enrollment: shall not be limited or mandated on basis of sex.

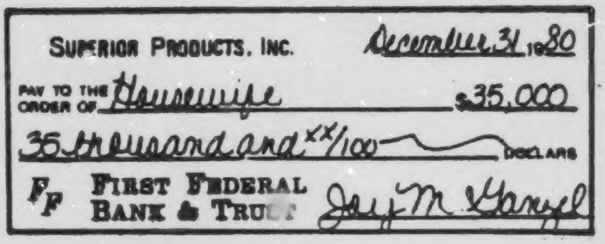
Counseling: vocational and educational couseling must be free of sex bias.

Physical Education: must be sex fair.

Athletics: affirmation of disparate current opportunities for girls; commitment to providing equal opportunities in participation, facilities, and available competition.

Financial Aid and Assistance: must be available and awarded in sex fair manner.

Enforcement Agency: State Department of Education must receive assurance of compliance before awarding state aid.



SUPERIOR PRODUCTS, INC. December 31, 1980

PAY TO THE ORDER OF Housewife $35,000

35 thousand and xx/100 DOLLARS

FF FIRST FEDERAL BANK & TRUST Jay M Ganzel

A HOUSEWIFE'S VALUE

Parents Magazine estimated the commercial cost of services provided to an average family by a housewife working full-time to be $35,00 a year. Source: Parents Magazine (August, 1980).

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the justices, but some of the reactions to the decision. Ms. Terpstra is careful to point out that it is too early to say what impact the decision will have on the future of Title IX.

The article **Ask the Equity Expert** allows you to answer some of the difficult questions that are put to Title IX Coordinators and other school administrators during the course of their work. The **Dear Diary** article allows us to view not only the past and present school experiences of some fictitional characters but to get a glimpse of what the future might hold for a female student in 1996. Again the past is portrayed as it was for most females and the present and future are upbeat to the fulfillment of a dream of sex fairness in our schools.

Mr. Vergon's article **Administrative Strategies for Promoting Sex Equity** asks administrators to check off several strategies that they will undertake during the next thirty days to ensure that progress toward sex equity will continue and be accelerated for the next generation of school age children. Again, the far reaching implications of the sex equity policy issue for all school operations are made clear by this list.

The charts clearly show that economic returns for women's education are not equal to those for men. We must continue to work to improve the transferability of females' educational achievements to the workplace.

There are two graphs that are encouraging: the participation of girls in athletics and opinions about women who work outside the home.

An objective of this issue of **Title IX Line** is to help each of us realize that we have a responsibility to work to ensure an equitable education for all students. We attempted to present materials that would be helpful to all stake holders in a school system to take up the charge to ensure the development, implementation, and monitoring of public policies for equity.

What does 1996 hold for this generation of school age children? Will their experiences be different from the generation from 1972-1984? We must do more than hope that it will. We must work to make sure that it will.

. . . . Answers from p.5

1. Title VII of the Civil Rights Act covers employment issues. The district would have to prove that the person promoted was equally, or more qualified than the woman who was passed over. The complaint could be filed with the Equal Employment Opportunity Commission or the Office of Civil Rights.

2. Title IX could be cited in terms of disparate treatment of students based on sex. The Equal Protection Clause is also valid as this is a case of one criteria being applied to two groups in different ways.

3. The Equal Pay Act covers situations of equal pay for equal work. However, in this example, the sex of the coaches - not the teams - would be the central element of an Equal Pay Act complaint. If both coaches are of the same sex it would be a Title IX complaint related to inequities in the district's management of single-sex programs for students.

4. Title IX mandates that counseling be delivered in a sex-fair manner.

5. Title IX requires that students who are pregnant be treated no differently than students with any temporary disability.

6. The Fourteenth Amendment is violated here. Different criteria for girls and boys is also a violation of Title IX.

7. Using different standards to assess examination results for girls and boys in most cases violates Title IX and the Fourteenth Amendment. In some cases, different standards are valid if they are used in an affirmative way to correct past inequities. If, for example, girls are admitted to the plumbing program (a traditionaly all male course) with a lower score than boys, the use of different standards would not be a violation.

8. Title VII covers sex discrimination in employment. Title IX also prohibits schools from assisting organizations or employers who discriminate.

- Tasha Lebow

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ADMINISTRATIVE STRATEGIES FOR PROMOTING SEX EQUITY

The status of sex equity in American public education a school-aged generation after the enactment of Title IX is both discouraging and encouraging. It is discouraging because, as profiles elsewhere in this issue reflect, even in those areas of policy, program and practice where significant progress has been made, substantial discrepancies persist between male and female representation, participation and achievement. In some areas of public education the last twelve years have witnessed an actual erosion of the status of girls and women in public education. This of course is exceedingly distressing.

Although the amount, rate and scope of change is less than advocates for full sexual equality seek and our children male as well as female deserve, it is important to recognize that these complex, loosely-coupled organizations we know as schools are not totally insulated from the changing legal and social milieu in which they operate. Many school districts have made progress toward the goal of gender equity and it is this fact that should encourage and motivate us. This is because the experience of the past twelve years has taught us progress can be made and that the status of equity may be directly influenced by the commitment and concrete measures taken by various school and community leaders, organizations and individuals.

School administrators have an important role to play in promoting sex equity. While our experience clearly demonstrates that administrators have much less power to dictate change in organizations than is popularly perceived, there are ways in which administrators may affect change. While administrators must not shy away from exercising directly that authority which they possess, they should recognize the numerous less formal but equally important means at their disposal to encourage and support change.

Today, thanks largely to the commitment and ingenuity of those administrators who have exercised their leadership to bring about a greater level of sex equity over the past twelve years, it is possible for us to inventory some of the administrative actions and strategies that you may want to consider employing in your districts. They include both organizational and individual actions associated with the traditional dimensions through which organizational change occurs: Policy, Program, Personnel, Finance and Reward Systems.

As you review the catalog of actions or strategies, why not check (√) several that you will take in the next thirty days to ensure that progress towards sex equity will continue and be accelerated in your district for the benefit of our next generation of school age children.

I. Policy and Administrative Leadership

- develop or reaffirm district non-discrimination policy statement.
- revise and expand policy statement to reflect affirmative commitment to sex equity and to clarify organizational expectations.
- emphasize and explain the importance of equity in public presentations and remarks before board, staff, community and civic organizations.
- place equity issues and status reports on the agenda of the board and administrative cabinet.
- create a district-wide advisory council on educational equity and ensure representative participation of females and males on it and all other district advisory committees.
- encourage females to run for the school board and leadership positions in professional associations.
- subscribe to, regularly read, and circulate one or more sex equity-oriented publications to maintain awareness.

- attend at least one sex equity conference annually to learn of new developments and innovative programs.

II. Program

- adopt equity as a priority goal for the district.
- initiate the readministration of the Title IX organizational self-assessment to determine areas of need.
- review complaints and grievances filed over the past twenty-four months to ascertain areas where attention may be needed.
- encourage the development of divisional and building level remedial or affirmative action plans as may be appropriate.
- establish a procedure for the review, approval and monitoring of these action plans.

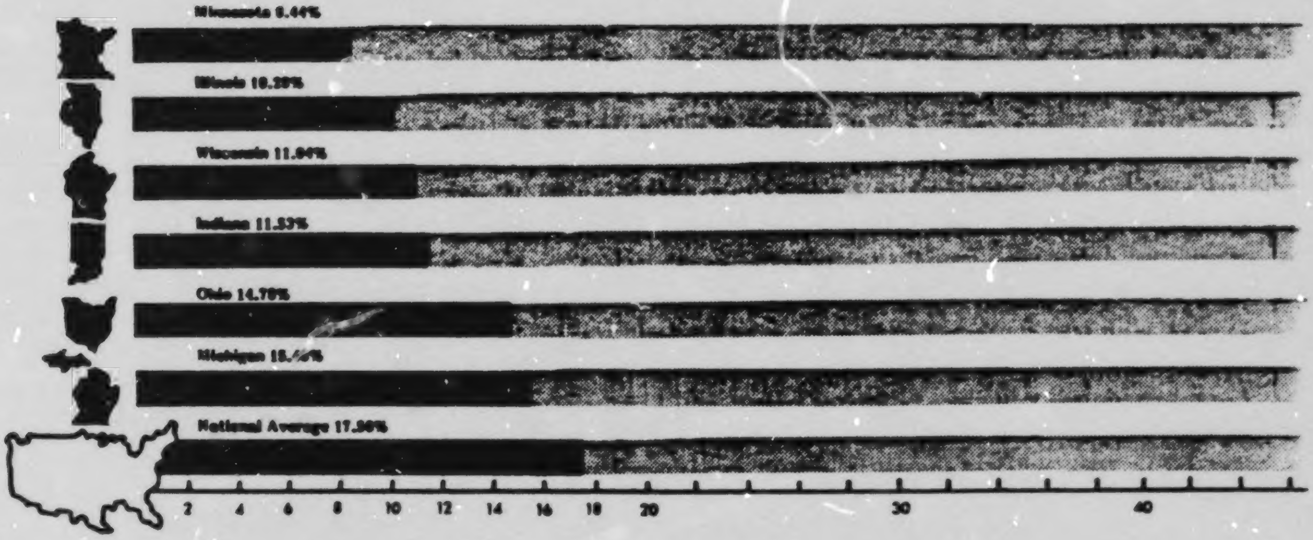
III. Personnel

A. Sex Equity Coordinator

- assign or reassign responsibility for coordination of sex equity efforts.
- develop or clarify written job description and expectations associated with this position.
- upgrade the status of the position or assignment to reflect district commitment.
- expand the authority associated with the sex equity coordinator.
- increase the effort allotted or persons assigned to this function.

B. Other Personnel- Related Actions

- review all district policies, procedures and collective bargaining contracts, along with insurance and pension plans to ensure equal and equitable treatment of personnel irrespective of gender.



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- conduct a workforce analysis and establish goals and timetables to correct underrepresentation of women and men in various work classifications.

- utilize demonstrated experience in and commitment to sex equity as a screening and selection criteria for new hires.

- introduce sex equity related performance criteria into the instruments used to evaluate already employed administrators, teachers and other employees.

- provide systematic opportunities for staff who demonstrate a lack of awareness to develop an appreciation for the educational importance of implementing equity programs and techniques.

- afford all staff periodic opportunities for staff development.

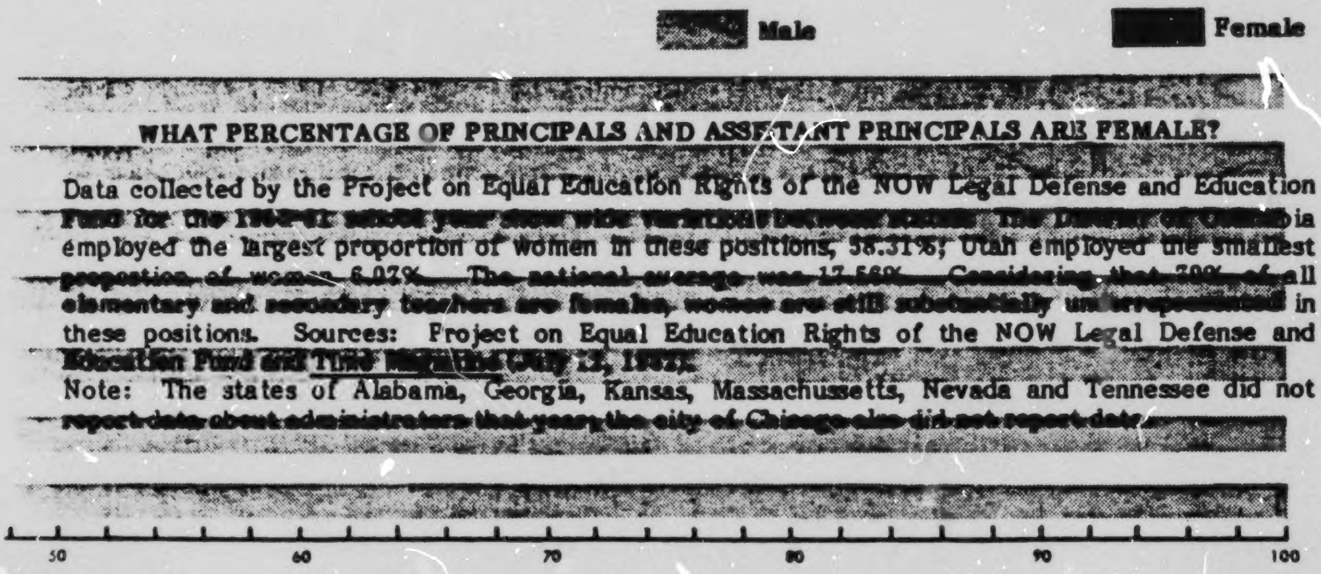
IV. Finance

- commit a reasonable and equitable amount of general fund dollars to support sex equity goals and programs.

- develop and submit proposals to various governmental and private foundation sources for supplemental monies to support major equity thrusts.

- promote cooperative projects with private business, labor, institutions of higher education and various public sector agencies that have ideas, materials, equipment, money or staff resources and enthusiasm to contribute.

- establish, with the assistance of local foundations and organizations, an equity trust fund from which monies may be made available to support innovative programs developed by schools, individual teachers or community associations.



WHAT PERCENTAGE OF PRINCIPALS AND ASSISTANT PRINCIPALS ARE FEMALE?

Data collected by the Project on Equal Education Rights of the NOW Legal Defense and Education Fund for the 1980-81 school year show wide variations between states. The District of Columbia employed the largest proportion of women in these positions, 58.31%; Utah employed the smallest proportion of women, 6.07%. The national average was 17.56%. Considering that 70% of all elementary and secondary teachers are females, women are still substantially underrepresented in these positions. Sources: Project on Equal Education Rights of the NOW Legal Defense and Education Fund and Time Magazine (July 12, 1982).

Note: The states of Alabama, Georgia, Kansas, Massachussetts, Nevada and Tennessee did not report data about administrators that year; the city of Chicago also did not report data.

- establish and support one or more sex equity demonstration sites or projects to develop organizational capacity and human resources for subsequent districtwide programming.

- collect all the equity-oriented programs and activities developed by district personnel and publish them in an idea book for distribution to others across the district.

- create a sex equity resource center in conjunction with the existing instructional support office and media center.

V. **Incentives/Reward Structure**

- call public attention to equity activities taking place in your district.

- encourage the publication of positive press releases and feature articles that recognize innovative programs and the personnel responsible for them.

- utilize exemplary teachers and administrators as presenters and trainers in district-wide staff development programs.

- provide opportunities for equity sensitive employees to attend state, regional and national conferences to further develop their leadership.

- establish an equity achievement award to honor a division, building or individual student, employee or community person for their outstanding contribution.

- provide monetary support for buildings and individual teachers for the development and implementation of equity projects.

- adopt and widely disseminate grievance procedures for discrimination and sexual harassment complaints as a means of promoting individual and organizational responsibility.

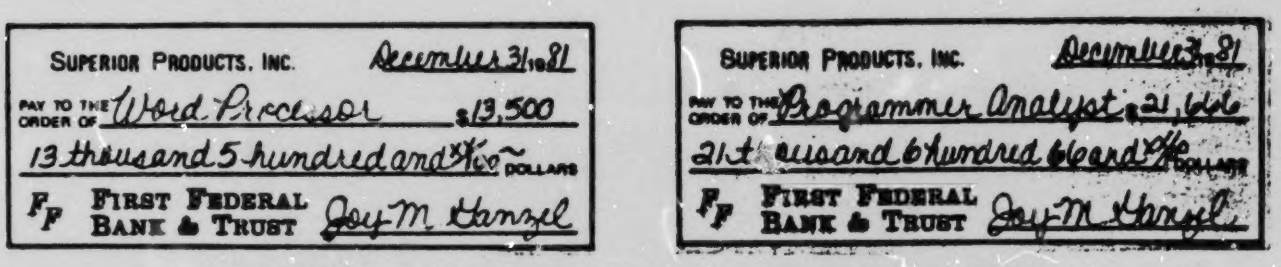
- thoroughly investigate complaints and take firm but fair action after a due process hearing against those who have been proven to have acted inappropriately.

- incorporate "equity awareness" and "commitment to program implementation" into district performance evaluation instruments.

Summary

Regardless of the progress your district has made between 1972 and the present, there are numerous areas in which much work remains to be done before sex equity is ensured. As an administrator you are in a unique position to influence the nature, direction and rate of change. A number of avenues and strategies are open to you, including those listed above. Let us know which strategies you have tried that seem to work. We are interested in your successes so they may be shared with other administrators.

- Chuck Vergon



SUPERIOR PRODUCTS, INC. December 31, 19 81
PAY TO THE ORDER OF Word Processor $13,500
13 thousand 5 hundred and xx/100 DOLLARS
FIRST FEDERAL BANK & TRUST Joy M. Ganzel

SUPERIOR PRODUCTS, INC. December 31, 19 81
PAY TO THE ORDER OF Programmer Analyst $21,666
21 thousand 6 hundred 66 and xx/100 DOLLARS
FIRST FEDERAL BANK & TRUST Joy M. Ganzel

NEW OPPORTUNITIES, OLD INEQUALITIES: Although many women are taking advantage of the new opportunities created by computer technology, the lowest paying jobs still go to women. In 1981 average yearly salary for a word processor with 2-3 years of experience was 13,500; the average salary for a programmer analyst with about the same experience was $21,666. Source: Thelma Kandel, What Women Earn (New York: Linden Press/Simon and Schester, 1981).

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WHAT PARENTS AND CITIZENS CAN DO TO INCREASE SEX EQUITY IN SCHOOLS

The involvement of parents and other community members in the movement to increase sex equity in schools is mutually beneficial. People who feel they have had a meaningful role in decision making processes are more likely to support their schools. In addition, having parents and community members support a plan gives it more legitimacy than if it is run solely by school employees. Community members also have considerably more power in initiating and continuing equity efforts than they often believe. This article will describe various levels of citizen participation in the process of increasing sex and race equity in a school district, and outline the characteristics of effective, meaningful participation. A list of related resources can be found on pg. 20-22.

Individual citizens can do several things.

1. Write letters about needs or pending policies, including suggestions about equity programming to school district personnel, legislators, and the local press.

2. Share questions, concerns and observations with individual school board members. Speak at meetings of the Board of Education.

3. Find out who the Title IX Coordinator is, and discuss the progress of sex equity efforts in the district. Offer to help on projects.

4. Ask candidates specific questions about their interpretation of Title IX, the Grove City case, and funding for equity projects.

5. Participate on various district committees and raise appropriate equity concerns.

Parents can monitor their children's materials and assignments for sexism and racism. Discuss your concerns with your child's teacher, other parents, your child, other children, and the principal. Find out whether Title IX and equity concerns are included in the curriculum. Find out whether extracurricular activities are equally available to all students.

At the **district level**, citizens can participate on board created or independent Title IX Committees along with students, teachers, and administrators. These groups can set district goals, call for studies and hearings, and monitor policy, enrollment, and hiring procedures. It is helpful to join with other local groups and community organizations that support equal educational opportunity to share ideas, obtain materials and gather strength. A list of national community organizations is on pg. 20. Your community may have other groups that share your concerns.

Don Davies, of The Institute for Responsive Education has identified four criteria which are critical for effective participation of citizen groups in school district decision making. Keep them in mind when organizing or strengthening your group. They are:

1. "**Structures for participation must be formal and representative** (not wide open and ad hoc). The approach should neither be so tight as to be subject to control by school officials nor so loose as to be subject to capture by the loudest or strongest special interests.

2. **The process provides a direct or formal link to the school board** (not just to the superintendent or central office staff). This ensures that citizens' views will at least get a public hearing even if they don't always prevail.

3. **The process is broad based.** There are built-in lines of communication between the participants...and their communities. More citizens must be involved than just the 5 or 6 or 10 elected to a board or committee.

4. **The agenda must be open.** This means the citizen participants must have a hand in defining the problem as well as discussing the alternative solutions."

CLASSROOM PROJECTS FOR PROMOTING AN UNDERSTANDING OF SEX EQUITY AS A PUBLIC POLICY ISSUE

For students to be able to exercise their rights to an equitable education, they need to develop an understanding of the history, process, and scope of sex equity policy decisions. Classroom projects can familiarize students with the public policy issues that influence the implementation of equity initiatives. They also help students exercise a number of important analytic and problem solving skills that can then be transferred to other areas of inquiry.

The complexity of the lessons you plan depends on the skill level of your students, the time allotted to the project, resource materials available, interest and energy of the teachers involved, and support for such projects within the larger school system.

When deciding which projects may be feasible in your classroom, try keeping in mind the skill objectives in your curriculum, the resources you have available, and the likelihood of success for such a project. Look over the strategies for administrators and community members listed elsewhere in this issue to determine where you might be able to initiate a joint project. If necessary, remind colleagues of their responsibilities in certain equity matters. Then look at the resources available at the end of this newsletter and decide which will be easiest for you to obtain.

Articles in this issue of Title IX Line may be reproduced for student project background information. Keep files of newspaper clippings that are about sex equity legislation and court cases. Interviews with policy makers and charts about public opinion poll results may make excellent classroom materials. Ask students to bring in information they find or have them interview members of the community.

Remember to group students in mixed sex, race, and ability groupings. Make your instructions and evaluation criteria clear from the beginning. Give students an opportunity to correct and improve their work. Pick projects that are of interest to you in order to help promote your own growth. Enjoy fostering an attitude of collaborative inquiry in your classroom and a feeling of competency in your students.

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continued from p.13

When the above criteria are satisfied, citizens can "use FACTS as a basis for ACTION and use ACTIONS to uncover more FACTS." (NCEE)

Citizens should start with obtaining an administrative mandate for a Title IX committee. Participants must be recruited on a representative basis. Then review the district's Title IX self assessment survey. Find out what progress has been made. Meet with administrators and Board of Education members. **Ask specific questions!** See how different people perceive the same issue. Curriculum, counseling, athletics, hiring, budget and facilities are all important areas of equity concern. Use all the strategies described for individuals and parents. They can be even more effective when pursued by a group at the district level.

Another important function of a committee is to **educate the community** about the importance of equal educational opportunity. This can be done through workshops, meetings of already-formed organizations, or in informal discussion with friends and neighbors.

In organizing an effective community group, it is most important to assist the group in setting specific goals, and choosing priorities. Groups often need assistance in identifying resources, finding potential sources of support and forseeing sources of opposition to the group's goals. You can be most helpful to a citizen's groups if you assist them in developing alternative strategies for addressing their concerns and help them to **BE FLEXIBLE!** Finally, always remember to evaluate and follow-up on projects, reports and recommendations. Your group will gain the reputation of being reliable and you will have more of a sense of accomplishment.

- Maureen Michael

The suggestions below are listed by curriculum area, but need not be limited to the areas proscribed. Try discussing them with a friend or colleague to see how you might best adapt them to your classroom.

History Objectives

- To examine the history of initiatives to increase sex equity in education.
- To raise students' awareness of areas of equity need.

Suggested Activities:

1. Have students examine old textbooks, course descriptions, yearbooks, and accounts of school life, noting examples of bias regarding sex, race, age or disability. (See Diary pg. 18 in this issue).

2. Have students read and discuss selected excerpts from equity legislation and Supreme Court decisions. Have them identify and understand the intent and historical context of the documents from reading comptemporaneous newspaper or eyewitness accounts.

3. Have students read the school district's sex equity policy, compare it to federal, state or local law, and place its passage in historical context.

4. Have students devise questionnaires about changing gender roles and use them to interview community members, teachers or administrators in order to assess changes that have occurred since the enactment of equity legislation, and to identify areas of need.

5. Have students read sections of the school district's sex equity self assessment survey, note results from the last assessment done, and re-administer parts of the assessment to document change and determine areas of need.

6. Have students interview a public policy maker, asking questions about his/her equity attitudes, voting record, and involvement in the process of legislating or implementing equity initiatives.

Civics Objectives

- To understand how a public policy issue may become a bill or a law.
- To understand the importance of the legislative budget process.
- To understand how laws are applied and tested in the litigation process.
- To understand how public policy issues may influence election campaigns, election budgets, and voter decisions.
- To understand how elected officials respond to the needs and wishes of their constituents.
- To identify other ways that public policy and opinion are shaped besides elections and laws.
- To provide students with an understanding of their own rights.

Suggested Activities:

1. Have students read and follow the course of a current piece of national, state, or local equity legislation. The Title IX Reenactment, the Vocational Education bill, the reauthorization of WEEA, or the equity parts of the Older Americans Act are some examples to follow on the national level.

2. Have students analyze a school-wide national, state, or local budget according to populations served. Have them compare former budgets to newer ones, or to proposed budgets and note the changes in population priorities.

3. Provide students with the background of several equity test cases and related laws. Have them stage model trials and compare their results and reasons to the decisions of the courts.

4. Provide students with the school's sex equity policy and grievance procedure and let them decide cases similar to the national ones using local regulations.

5. Have students research the voting records, and statements of their local, state, or federal officials on key equity issues. Compare their actions and opinions to existing data.

6. Have students examine the speeches, advertisements, and contribution disclosures of local, state, or national candidates for sex bias and targeting to given population groups.

7. Have students identify voter registration dates and locations, and provide such information to community members and older students who may be eligible to vote.

8. Have students prepare testimony for public hearings on equity in education or have them stage their own hearings, making sure to represent diversified points of view.

Economics Objectives

- To understand how public policy issues may influence an individual's financial status.
- To understand how public policy issues may influence an industry's finances.

Suggested Activities:

1. Have students collect and analyze data on educational attainment, employment, and median income. Look at importance of variables of sex, race, and age and assess how public policy can influence these variables.

2. Have students examine employment and advancement statistics by sex, race, and age in a given industry or sector. Have them write hypothetical biographies of the people who may be represented in these statistics.

3. Have students collect information on the economic cost or advantage of sex stereotyping or bias in a given industry. Possible examples are recent cases regarding sex differences in insurance policies and annuities, comparable worth cases involving nurses and clerical workers, economic factors in the textbook publishing industry.

Language Arts/Reading Objectives

- To identify and analyze the author's opinion.
- To summarize and categorize statements.
- To write persuasively for a given audience.
- To write accurate descriptions that include identifying details.

Suggested Activities:

1. After acquiring background information, have students read parts of equity-related court decisions or legislative debates and identify the point of view of the speaker or writer. Let them verify their identification by looking for how that person voted, or what was the judgment of the court.

2. Have students write or present orally brief summaries of debate proceedings, decisions, or attitudes from community members regarding equity policy. Have students categorize the rationales presented.

3. Have students write sample speeches, letters to newspapers or elected officials, fliers to parents or peers persuasively stating their position on equity policy and identifying arguments that will be meaningful to the targeted audience.

4. Have students read court cases, employment or enrollment statistics and translate them into lively first person descriptions.

Math Objectives

- To add integers.
- To find percentages of whole numbers, to convert numbers into percentages and percentages into numbers.
- To find fractions, to add fractions, to convert fractions into percentages and percentages into fractions.
- To read bar, line, and pie graphs.
- To understand and apply opinion poll techniques: to articulate questions, to define sample groups, to collect and analyze data.
- To compute statistical significance.

Suggested Activities:

1. Have students collect opinion poll results on public policy issues that indicate a gender or race gap in opinion. Delete totals or percentage columns for students to compute. Discuss implications of the differences between groups.

2. Have students translate poll results into bar, line, or pie graphs and assess visual impact of different forms of graphic reporting.

3. Have students develop and implement an equity attitude survey or select sections of the school district's equity self-assessment for students to implement. Have students compute results and develop various ways of displaying them. Discuss the subjective implications of the varied methods and questions.

Computer Education Objectives

- To enter data in a file.
- To print out information.
- To set up a system of files.
- To compute mean scores, demographic data, simple clusters.
- To display statistical information in graphic form.

Suggested Activities:

1. Using a student-made evaluation tool or selections from the school district's equity self-assessment study, have students enter data and compute evaluation results.

2. Have students prepare a report for school or class newspaper showing analysis of attitudes, enrollment, or achievement data in the format decided by the group to be most persuasive to the targetted audience.

Science Objectives

- To discuss areas of scientific research that influence public opinion on equity matters.
- To show how public policy regarding sex equity influences scientific research, product development, and service delivery.

Suggested Activities:

1. Have students read and discuss a variety of studies from biology and psychology research on sex differences. Help them draw social implications from these studies. Compare recent studies for similarities and differences to research done in other historical periods or countries. Explain some possible reasons for these differences.

2. Have students examine health priorities as set out by local, state, or national health planning organizations. Relate health objectives to need by sex, race, age, and disability. Compare needs and priorities to budget levels. Compare salaries of male and female scientists.

Career Education Objectives

- To identify daily activities of people who work in shaping and changing equity related public policy.
- To identify skills needed to perform these activities.
- To provide role models for students.

Suggested Activities:

1. Invite equity minded elected officials or their staff, legal personnel, community planners and students in these areas to career fairs, student assemblies or in-class interviews. Have students ask them about equity changes they have made, how they brought them about, how they got their jobs, what education they found useful.

2. Have students read biographical accounts or novels about people who have brought about equity changes in public policy.

3. Organize field trips or shadowing experiences for students to legislative bodies, courts, planning boards, or media organizations when equity issues are being discussed or decided.

- Eleanor Linn

A DAY IN THE LIFE OF THREE HIGH SCHOOL GIRLS

These fictional accounts may help bring to life some of the changes that have occurred in sex equity in the past twelve years, and some of the changes we may hope to see.

May 1, 1972

Dear Diary

Today in school I registered for next semester's classes. I'll take all the required ones - English, gym, Spanish, and also typing, art and study hall. I'm glad I'm through with math and science. I won't need them as an English major in college and they'd only mess up my GPA.

During the 4th hour when I was running notes for the office I had to take one to auto shop. I waited in the hall for a boy I knew to walk by and asked him to take the note in. I wasn't going in that room again! Not after the last time when the boys all shouted and whistled when I walked in the door!

In gym today we learned some new exercises to "help our figures stay in shape." What a bore. We could hear the boys on the other side of the partition cheering and shouting as they played basketball. They sure seem to enjoy that class. Must be one of the big differences between girls and boys.

Next week I go to interview for my job placement - a filing clerk job in the ITS office (maybe a little typing too). It'll either be that or a waitress job. Mom says the office job would be best because that's experience I could always use to get another job. She says being a secretary before she got married was great because she got to meet a lot of important people and help out on big projects.

5/1/84 Journal

What a great day! So much happening at school. The Future Engineer's Club held the egg-carrying contest to see who can design the best protective holder for an egg that's dropped 20 feet. Ginny, Beth and I made it to the semi-finals. That shop class sure helped me in designing and building things, and in physics I learned how to calculate all the forces involved. I'd sure like to win that new calculator - it would come in handy in trig. next year.

The softball team tryouts are next week and I've been getting in as much batting practice as possible with the guys on the block. Sam said they'd be real proud if I make the team and will come cheer at the games. If I keep going well maybe I can land an athletic scholarship to State. Boy, would Mom and Dad be proud!

After school and practice I helped Dad make dinner because Mom was working late again. I like it when he cooks, we have fun. When we were doing the dishes he said he will miss the nights when we cook together when I go off to college. Then he said he's sure I'll make a great engineer because I've been building things since he bought me the Lego set when I was 5.

FEMALE INTERSCHOLASTIC ATHLETICS

The percentage of female interscholastic athletes has risen dramatically since 1971. Data collected by the National Federation of State School Associations for 1971, 1973, 1976 and 1978 show female participation increasing by almost 500%. Today almost 1 out of every 3 high school athletes is a female student. Sources: United States Commission on Civil Rights, More Hurdles to Clear: Women and Girls in Competitive Athletics. (Washington, DC: Clearing House Publication No. 63, 1980).

5/1/1996
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Personal Journal CONFIDENTIAL

What a day! I hardly have time to sit down at the terminal! So much to process for school -I've got megabytes to do! This week is so busy; it's enough to make anyone's system crash!

I aced the calculus exam. The interfacing we did for extra practice last night sure did help. Kathy and Linda sure are my mainframe friends! But physics class got harder today. Ms. Bennet is making us use FORTRAN instead of PASCAL in the programming project about the Doppler effect. She said we need multi-system access abilities.

I got a ride home from school with Pete - almost. His Trans-Am glipped 1/2 way home - that old rattle trap. I helped him rebuild both carburetors but we should really put in a solar converter. Pete shouldn't have opted out of the auto mechanics requirement if he's going to drive a 12 year old car! And the gas bill - wow!!

We've got practice every day this week for the district soccer championship. Coach Roberts said we can beat Central if we don't lose our heads. He said both our goalies Mike and Susan are terrific, plus we've got a team of men and women who really know how to work together.

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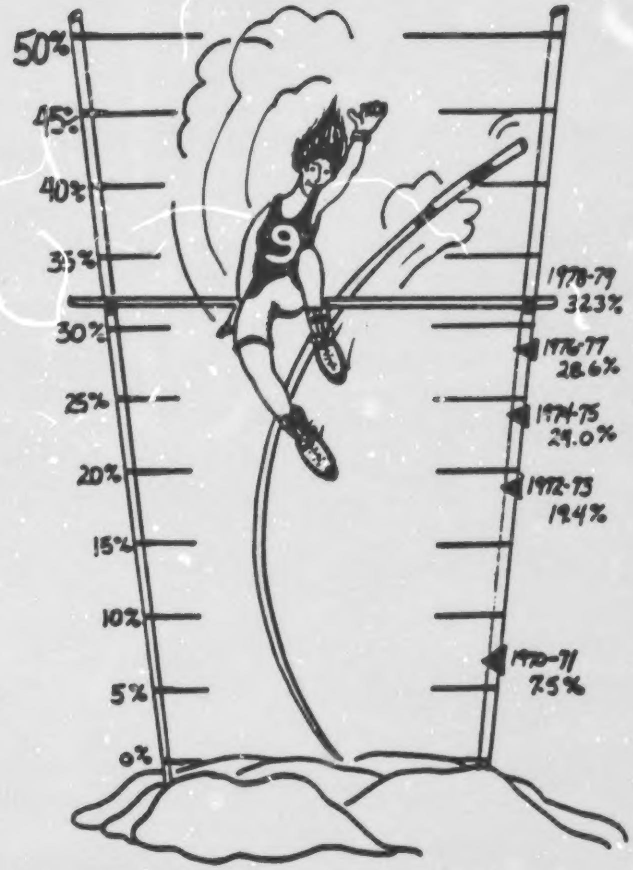


Mom's lecturing in NY again tonite, and Dad took the twins and the baby swimming. He programmed the laundrobot and cleaning Droids to get all the housework done while they're gone. When he and the kids get home, we're all going to play a game of Astral Risk before the little ones go to bed.

This weekend I'm going to take the commutocopter to the medical center to spend a day with Doctor Zorcas. She's going to show me around so I can see what it's really like to be a laser surgeon. When I talked with her on the phone she said that I should be sure to take nuclear medicine as an elective and as many optional math classes as possible. She also said she'll have a job for me this summer working in the lab. It'll just be helping out, but I'll learn a lot about laser labs.

The President is giving a speech on TV tonite on the international peace agreement. I've got to go hear what she's got to say for intergalactic events class - Bye now.

- Tasha Lebow

RESOURCES FOR SEX EQUITY AS A PUBLIC POLICY ISSUE

These selected publications listed can be borrowed from the CSES Resource Center or obtained as indicated.

LAWS AND COURT CASES

The Title IX Regulation. A fact sheet and examples of practices illegal under Title IX. U.S. Department of Education. Special Concerns, 330 C St., SW, Room 5116, Washington, DC 20201. Free.

Title VII of the 1964 Civil Rights Act. Law and implementing regulations. A free pamphlet about Title VII and the Equal Pay Act is available from: Equal Employment Opportunity Commission, Publications Unit, 2401 E St., NW, Washington, DC 20506.

"Grove City College v. Terrel H. Bell, Secretary of Education," **The United States Law Week: Supreme Court Opinions** 52 (February 28, 1984): pp. 4283-4296. or **Education Week** 3 (March 7, 1984) pp. 13-16.

A Guide to Federal Laws and Regulations Prohibiting Sex Discrimination, United States Commission on Civil Rights. Clearinghouse Publication 46, July 1976.

Campbell, Nancy Duff; Greenberger, Marcia D.; Kohn, Margaret A.; and Wilcher, Shirley J. **Sex Discrimination in Education: Legal Rights and Remedies.** Washington, DC: National Women's Law Center, 1983. An excellent, well written two volume resource for lawyers. It reviews typical discrimination problems, past cases and factors to be considered in structuring cases and legal theories. $35 plus postage and handling. Available from National Women's Law Center.

Equal Rights for Women in Education: A Handbook of State Laws and Policies Affecting Equal Rights for Women in Education. Denver, CO, Commission of the States. Report No. 62, March 1975.

Equal Rights for Women in Education: An Overview of Federal Court Decisions Affecting Equal Rights for Women in Education. Denver, CO: Education Commission of the States, Report No. 70, June 1975.

Mirga, Tom. "Educators Assess Impact of Grove City Ruling," **Education Week** 3 (March 7, 1984): pp.1,12. One of the best of the many articles about this decision.

Policies for the Future: State Policies, Regulations, and Resources Related to the Achievement of Educational Equity for Females and Males. Washington, DC: Resource Center on Sex Equity, Council of Chief State School Officers, 1982.

ORGANIZATIONAL RESOURCES

Citizen Involvement Training Project (CITP)
225 Furcolo Hall
University of Massachusetts
Amherst, MA 01003
(413) 545-2038

Institute for Responsive Education (IRE)
704 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309
Publishes Citizen Action in Education newsletter, $5/yr, and other materials.

League of Women Voters Education Fund
1730 M Street Northwest
Washington, D.C. 20036
(202) 429-1965
Pamphlets on the budget process, effecting change, and womens issues available. Political Action Rating sheets give role call votes on specific issues selected by the League each year.

National Committee for Citizens in Education (NCEE)
Suite 410, Wilde Lake Village Green
Columbia, MD 21044
(301) 997-9300

Runs local training institutes, networks with affiliate organizations, publishes books and pamphlets. Free catalog available.

National Women's Law Center
1751 N Street, NW
Washington, DC 20036
(202) 872-0670
Legal manual and workshops on sex discrimination in education.

Project on Equal Educational Rights (PEER)
1112 13th Street, NW
Washington, D.C. 20005
(202) 332-7337
Publishes booklets, reports, and Equal Education Alert news bulletin ($35/year). Free publications list available.

HELPFUL FOR CITIZENS' PROJECTS

Closing the Learning Gap Between Boys and Girls: Community Involvement Can Make the Difference. Discusses how to organize a grass roots community campaign for sex equity. Available from PEER.

Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools. A kit for parents' and citizens' action groups that want to monitor Title IX progress in local schools and organize for change. $5 plus $1 postage. Available from PEER.

Parents Organizing to Improve Schools. NCEE, 1976. Useful 52 page pamphlet covers many areas needed for organizing parents' groups including development of an action plan, getting information, talking with school officials effectively and a resource list. $1.50, free to members of NCEE. Very useful. Available from NCEE.

Simpson, Lucy Picco. "National Call to Action - Speaking Out on the Gender Gap in Education," **TABS: Aids for Ending Sexism in School** 6, Vol. No. 3 (1984): pp. 3-4. Describes national speakout held in New York City in December, 1983. For information on organizing a similar speakout in your community, or for speakout videotapes contact:

Educational Equity Concepts, Inc.
440 Park Avenue South
New York, NY 10016
(212) 725-1803

Spector, Greg. **Power: A Repossession Manual: Organizing Strategies for Citizens.** CITP, 1978. Outlines steps involved in organizing for power, gives various organizing approaches, offers frequently encountered problems and obstacles, success models, provides help in identifying and dealing with root causes. Available from CITP.

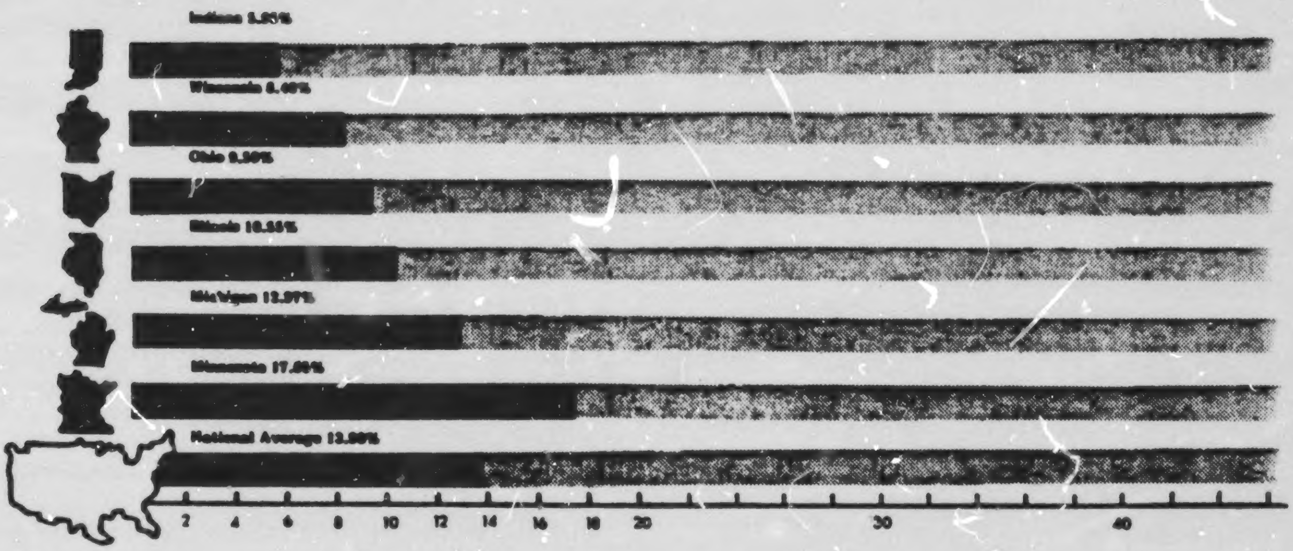
Working with Your Schools. Oklahoma Advisory Committee to the United States Commission on Civil Rights, 1979. Book that outlines the fundamental structure of public schools, legal rights of students and parents. Practical ideas on how to influence school decisions. Very useful. U.S. Government Printing Office #005-000-00175-7. Out of print.

ESPECIALLY FOR TEACHERS

Dreyfuss, Elizabeth T. **Ohio vs. Sex Discrimination.** Cleveland: Cleveland - Marshall College of Law, 1981. A student guide to Ohio and Federal law on sex discrimination. Units on public policy, recognizing sex discrimination in job searching, educational and extracurricular activities, and sexual harassment. $5. Available from:

Elizabeth Dreyfuss, Director
Street Law Program
Cleveland - Marshall College of Law
1801 Euclid
Cleveland, OH 44115
(216) 687-2352

Macleod, Jennifer S. and Silverman, Sandra T. **You Won't Do: What Textbooks on U.S. Government Teach High School Girls.** Pittsburgh: Know Inc.,1973. A review of illustrations and language in civics textbooks ten years ago, including startling examples of sexism that may still be in circulation.



Wolf-Wasserman, Miriam and Hutchinson, Linda. **Teaching Human Dignity: Social Change Lessons for Every Teacher.** Minneapolis: Education Exploration Center, 1978. Classroom ideas for expanding students' awareness of many controversial social issues.

SCHOOL COMPLIANCE

Matthews, Martha and McCune, Shirley. **Complying with Title IX Implementing Institutional Self Evaluations.** Washington, DC: U.S. Office of Education, 1976. $2.10. U.S. Government Printing Office #017-080-1672-9. Out of print.

ALSO OF INTEREST

Inequality of Sacrifice. Coalition for Women and the Budget, 1984. Analyzes the impact on women and and children of changes in federal budget allocations. $2 contribution requested. Available from the National Women's Law Center.

Catching Up: A Review of the Women's Educational Equity Act Program. Citizens Council on Women's Education, 1984. A history of the WEEA Program, of particular importance because of 1984 reauthorization legislation. $3. Available from PEER.

PUBLICATIONS TO WATCH FOR CONTINUING INFORMATION

Congressional Quarterly - offers a weekly summary of congressional action and developments.

Congressional Record - published daily when Congress is in session. Contains remarks made by members of Congress. Available at most public libraries.

Education Daily - news service for educators that provides short, timely articles about legislation, litigation and education policy of national interest. Capitol Publications, Inc. Arlington, Virginia 22209

Education Week - often includes background articles on current equity issues as well as other education news. P.O. Box 1939, Marion, Ohio 43305

Law Week - publishes Supreme Court decisions as well as selected decisions from lower courts. Available in law libraries.

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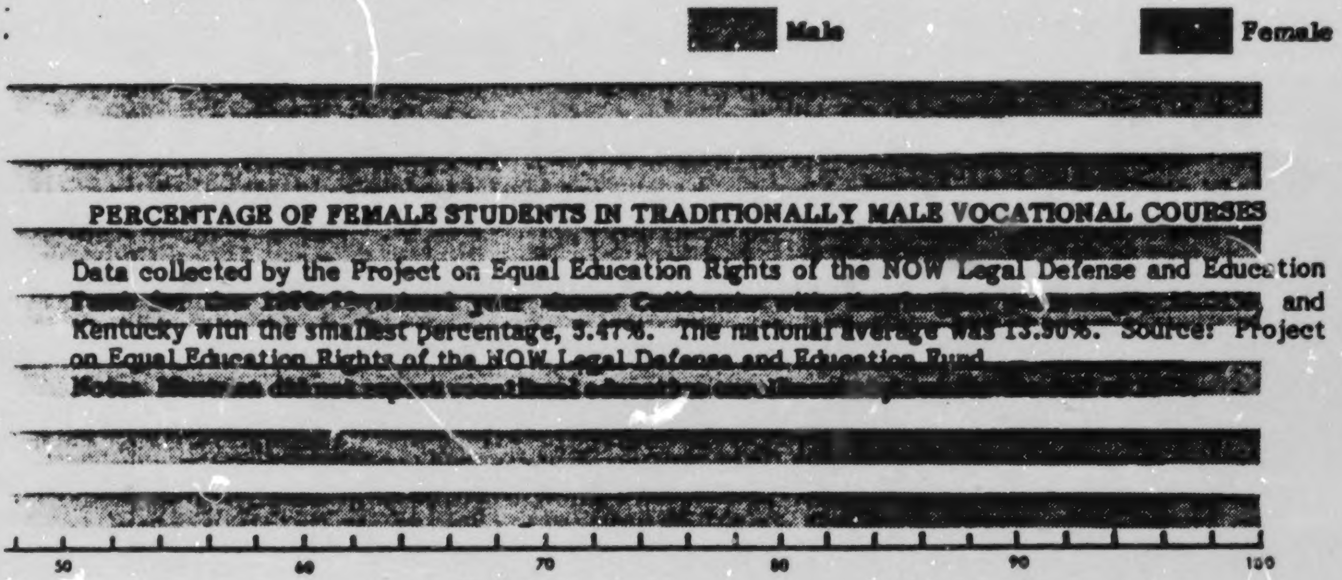

PERCENTAGE OF FEMALE STUDENTS IN TRADITIONALLY MALE VOCATIONAL COURSES

Data collected by the Project on Equal Education Rights of the NOW Legal Defense and Education Fund for the [illegible] California [illegible] and Kentucky with the smallest percentage, 3.47%. The national average was 13.50%. Source: Project on Equal Education Rights of the NOW Legal Defense and Education Fund.

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Do we have your correct address?

_____ change _____ delete _____ add

Name and Title ______________________________

Organization ______________________________

Address ______________________________

______________________________ Zip ________

Please send to:

Mailing List
CSES, SEB 1046
University of Michigan
School of Education
Ann Arbor, Michigan 48109-1259

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[illegible]

Researchers at the University of Michigan's Institute for Social Research have noted major changes in social norms during the past quarter of a century. In 1957, for example, nearly 80% of those surveyed agreed with the statement "For a woman to remain unmarried she must be 'sick', 'neurotic', or 'immoral.'" By 1976 only 25% agreed. In 1957 approximately 58% of the women surveyed said that they "would go on working for pay even if they didn't have to." By 1976 the figure rose to 77%, only slightly less than the proportion of males that agreed with the statement in 1957 and 1976. Perhaps most importantly the "good old days" don't look as good as they used to look. Only 20% of those surveyed in 1976 said they'd like to return to past standards regarding "sexual morals, 'spic and span' housekeeping, women staying at home and only men working outside the home."

Do Something About It!

Sexual Harassment Handbook Due This Fall

The Center for Sex Equity in Schools will be publishing a handbook for teenagers on the subject of sexual harassment. It is anticipated that the handbook will be ready for distribution to school districts by the fall of 1984.

We will be limiting distribution of this booklet to those districts that already have a sexual harassment policy and staff designated and trained to handle sexual harassment grievances. Our dissemination policy is designed to reduce the potential of receiving complaints before the district has a policy for handling such cases.

The Center has staff and resources available to assist school districts interested in developing a sexual harassment policy and training program. Please let us know if you are interested in more information.

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The University of Michigan
School of Education
Ann Arbor

Center for Sex Equity in Schools

Women and Sports

Vol. IV, No. 4, Summer 1984

From *The Female Athlete* by C. Klafs & M. Lyon

FROM THE DESK OF THE DIRECTOR

Charles D. Moody, Sr.

August is the month when the 1984 Summer Olympic Games take place in Los Angeles. As a consequence, all of us will be bombarded and overwhelmed with the history, customs and pageantry of the games. Also, we will get caught up in the excitement and all the attendant glory that will be bestowed upon the participants, especially the three medalists, in each event.

There is another objective for our publishing these articles at this time. A large segment of the population really believes that athletics is the one area where true equality and equity flourish. Because of this perception, we want to point out some places where this is the case and also identify those areas where we need to work further to pursue our goals of sex equity for women.

Not all individuals aspire to be athletes in a competitive sport, but rather want to be able to engage in leisure time activities that give them good health, relaxation, and enjoyment. What are we doing as educators to help prepare the large number of leisure time sport participants to engage effectively in such activities? The data on the back page illustrates most common activities that adults engage in for physical fitness and enjoyment. Few of them are competitive sports, nor are most taught in typical school physical education programs. The similarity of men's and women's preferred leisure activities, is, however, striking and may lead to some suggestions for co-ed school activities.

The article by Tasha Lebow gives some alternative activities to traditional competitive sports that can be used in schools to encourage the active participation of females. We would like to see more of these activities

continued on p. 5

Title IX Line is a periodic publication of The Center for Sex Equity in Schools, a desegregation assistance center funded by the U.S. Department of Education pursuant to Title IV of the 1964 Civil Rights Act. The contents, however, do not necessarily reflect the position of policy of the Department of Education and no endorsement should be inferred.

WHO SAYS GIRLS CAN'T PLAY?

No One in Iowa...

WAYNE COUNTY
FIRST PLACE

From *Palimpsest*, Wm. Petersen, ed.

Allerton Iowa, Basketball Team, 1926

A girl, about eight or nine years old, bounces the ball on the driveway, clutching it in both hands each time it returns to her. She attempts a one-handed dribble but the ball hits her foot and veers off into the grass. Running after the ball, she stoops down, grabs it, turns and runs back to the driveway where she comes to an abrupt halt in front of the garage. Eyeing the hoop above her, she takes aim and throws. The ball misses the basket and hits the garage door.

Picture this girl about five years later. She again dribbles the ball down the driveway but this time her body and the ball are under control. As she approaches the basket and takes aim, the ball arcs over the rim and falls through the net.

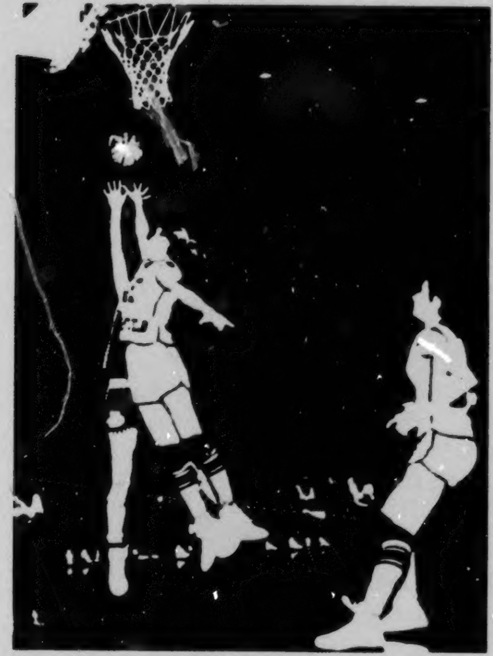
Picture her again, three years later. This time she is in a packed gymnasium. As the final buzzer sounds, she leaps, and half running, half jumping, reaches out to hug her shrieking teammates who are ecstatically celebrating the win that will send them to the state championships.

Sound real? Not likely. Well, maybe for a boy. But a girl? Not really. But put that basketball hoop in the state of Iowa and that tournament in the the capital city, Des Moines and the story becomes real and likely and yes, about a girl, because for at least the past 30 years, sports for girls have been taken seriously in that state.

In 1954, Dr. E. Wayne Cooley became Executive Director of the Girls' Athletic Union in Iowa. Believing that the Athletic Union must attempt to meet the needs of all female students, he launched a campaign to promote girls' athletics. The result was that the citizens of Iowa became aware of the quality and excitement that could be generated by girls' sports. This, in turn, contributed to the public's interest and support of sports programs for girls and boys alike.

Now, 30 years later, Iowa has the highest percentage of available girls involved in high school athletics of any state in the union. State championships are held in 21 different sports, with many girls participating in more than one sport. Girls' softball, volleyball and basketball generate enough money, currently 1-1/4 million dollars annually, to support their own programs as well as the other 18 girls' sports programs and the Iowa High School Speech Association.

Though there are 21 major sports for girls and though the Athletic Union operates from the stance that there is a sport for every girl, basketball is still the showpiece of the girls' athletic program. Each year, over 90,000 fans, including many from out of state, crowd into the Veterans' Memorial Auditorium in Des Moines to watch the 5-day girls' basketball tournament. This crowd often exceeds that of the boys' tournament. Every high school in the state has a girls' basketball team as do most junior high schools. Most schools run doubleheaders, scheduling both the boys' game and the girls' on the same night. Community and family support is usually strong. Because girls have been playing organized basketball in Iowa for most of this century, it's not uncommon for a girl to be cheered on by both a mother and a grandmother who played basketball themselves. And according to Dr. Cooley, the grandmother's presence at the game usually assures that the men in the family will be present also.


Courtesy of E. Wayne Cooley.

Girls' basketball in Iowa draws thousands of spectators today.

The story doesn't end there. After high school graduation, good players go on to play for colleges across the country and most have scholarship offers from several schools from which to choose.

What has made the difference in Iowa? Certainly a prime factor is a **state athletic association which is totally committed to girls' athletic programs** achieving parity with boys' programs. According to Cooley, this came about in Iowa because separate athletic unions were established for boys and girls. Thus programs for girls did not have to play a poor second to the long-established programs for boys.

What is obvious as well is the commitment of both the Executive Director and the board members of the Union. Girls' athletics succeeded in Iowa because those who could make a difference did make a difference. Assuring that the Girls' Union would do everything possible to promote girls' athletics, they worked to see that coaches of girls' teams received the **same pay** as coaches for boys' teams and that **equipment and facilities** were equal. They gained **coverage** of girls' sports in newspapers and on radio and T.V. They increased the **number of sports** open to girls and scheduled girls' sports to encourage girls' **participation in more than one sport,** rather than to accommodate the boys' programs.

Having laid this foundation, the state of Iowa is in the enviable position of watching its daughters participate fully in the sports of their choice and can focus now on developing the leadership skills and opportunities that will enable many of these young women to coach and direct the athletic programs in their communities.

It has been said that in Iowa the girl athlete stands as tall as the boy athlete. In either case, standing tall requires room to stand.

- Jacquie Terpstra

Packets of information about the Iowa Girls' High School Athletic Union may be requested from:

Dr. E. Wayne Cooley
Executive Director,
Iowa Girls' High School Athletic Union
P.O. Box 10348
Des Moines, Iowa 50306

This Pro. Coach is Pro-Equity

Courtesy of John Meyer.

John Meyer, former coach of the Green Bay Packers.

"There are solutions to all problems..... If you're not willing to solve them, another generation will go by and you'll have the same problem."

In 1982-83, the Center for Sex Equity in Schools worked with the Green Bay Area Schools in developing plans to assist PE staff in understanding how to further sex equity in physical education classes.

John Meyer, then coach of the Green Bay Packers, made the opening remarks. CSES thanks Mr. Meyer and Sue Todey, of the Green Bay Area Schools, for permission to print excerpts from his comments on March 22, 1983.

"What I'd like to do is try to draw a parallel between my experiences coaching with your experiences as PE teachers. I do have three daughters so I do know a little bit about females and athletics. I know a little bit more about males. I know very little about structured PE classes, how they're integrated, how they're taught, but I do know the intent of Title IX is to eliminate sex inequities and provide an opportunity for equal instruction of both sexes. I asked two of my daughters, who are both in grade school what they thought of having boys on their teams. My one daughter, age 10, has played on an integrated soccer team, and her first reaction was, well, I don't think much about it. And then she thought a little bit longer and she said, 'I think I like being on a team with boys because they score points.' My other daughter, who's 13, has played in YMCA bitty basketball, which is integrated, and she said, 'Boys don't give girls a chance. They think they're so cool.' Then she said, 'One time they picked the team, they left all the girls out.' So those were, I thought, very candid answers to very innocuous questions. I guess, as a teacher, you have to answer this question, it's rather a simple one to ask, but maybe a little more difficult to answer. In your classes, are boys and girls getting **equal instruction, equal activity time,** and **equal encouragement?**

I know that people happen to have a specialty, they tend to overcoach the specialty and kind of neglect the things that they're not very good at. And I think no matter how unbiased you try to be, somehow your bias seeps out. If you're a male, I wonder if girls tend to be left out of some interaction. Conversely, if you're a female, the boys tend to be left out of some interaction. You have different expectations of the boys or the girls, depending on what sex you are. You expect more out of the boys than you do the girls, or vice versa. **I found that in coaching you tend to get what you expect out of people;** if you don't expect very much out of people, you don't get very much. Conversely, if you expect a lot, you tend to get a lot. That, I think goes for teachers or coaches or students, or whatever. I suppose that Title IX is adhered to in the letter of the law but maybe not in the spirit of the law, and that's probably one of the reasons I'm here. My question is what are you doing to bring about equality of the sexes within your class period?

Without boasting, to the best of my knowledge I think that we bridged the color gap with the Green Bay Packers. Those types of things just don't happen, they just don't fall out of the tree, you've got to work on them. It takes effort and understanding and an open mind. And if you're going to grow in your profession, if you're going to be the best teacher you can be, maybe some of your attitudes are going to have to change and become more open. Maybe you'll have to become the doer, the problem-solver. Just because everyone else may not want to integrate, **maybe you're the one who's going to have to take the first step.** You display the values, become creative and do things the way that you know, really down deep in your heart, they're supposed to be done. When I was first asked to talk to this group, I wasn't really sure what I could say. I didn't feel very qualified, but as I thought about it I realized that maybe we do have more in common than is on the surface. We deal with young people, mine happen to be a little bit older, but they're still young—who are in sports. We teach, that's a big part of my job, teaching, and we're dealing with integration—maybe on different planes. Yours is male-female, mine is black-white. But you'll find that there are solutions to all problems, if you're willing to solve them. **If you're not willing to solve them, another generation will go by and you'll have the same problem.** Fortunately, there's something you can do; it can start with you, and it can start today. As a teacher, you know that you have tremendous responsibility—I don't need to remind you of that—because you can help shape and form young people's attitudes. I **think the biggest thing that you can help shape, is their self-esteem.** How do they think about themselves? Are they feeling worthy about themselves, do they feel good about themselves? You can teach students responsibility to a lot of things: rules, themselves, other people. That builds self-esteem. When students have self-esteem and responsibility, they reach their optimum level. And that's when you can start to see things getting better."

— Maureen Michael

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continued from p. 1

become part of the typical school physical education program. To complement these suggestions, we have included another of our CSES brief checklists. It might be useful to you and give you a quick indication of how equitable your PE program might be.

At the other end of the spectrum, school programs for top athletes are also an equity concern. Bob Croninger's article points to the discrepant availability of athletic opportunities for males and females in professional sports leagues. So too, are there disparities in programs for males and females with regard to scholarships, coaching and officiating opportunities, equipment, seasons, publicity, and monetary support.

Jacquie Terpstra's article on the Iowa Girls Athletic Union demonstrates the results of that state's commitment to girls' athletics, particularly in basketball. Commitment and sufficient resources are needed to make a program such as this. The article outlines some of the necessary components to make it happen.

And let's not forget the importance of role models. Reading programs and school activities have often built only on male students' interest in sports figures. Far fewer books, posters, and assembly programs have paid tribute to the achievements of female athletes. This issue offers you a list of resources in this area, as well as a bibliography of recommended titles related to other articles in this publication.

We hope this issue of Title IX Line will be helpful to you as you celebrate the 1984 Olympics. We also hope that this will be a useful guideline for you as you continue to provide equitable sports opportunities for all.

NEW OPTIONS FOR PE PROGRAMS

Physical education classes are more than training for athletic programs. They are the foundation for a lifetime of activity and fitness.

Title IX's mandate for coed PE programs has added a new challenge to and raised some questions around the gym teacher's job. How can full participation of all students be insured with the expanded range of skill levels and experience in one class? How can PE activities have universal appeal without sacrificing the enjoyment and development of athletically skilled students? How can we guarantee all students the opportunity to experience successful, rewarding, physical activity? Important social skills are developed on the playing field. There are lessons in teamwork, cooperation and interdependence to achieve a common goal. PE is one of the remaining areas where students are grouped in classes heterogenously. The diverse population offers an opportunity to promote an understanding that individuals excell at different tasks. But these lessons must receive the teacher's guidance or they may disintegrate into quarreling, bullying, and athletically-gifted students "swamping-out" those with less skill.

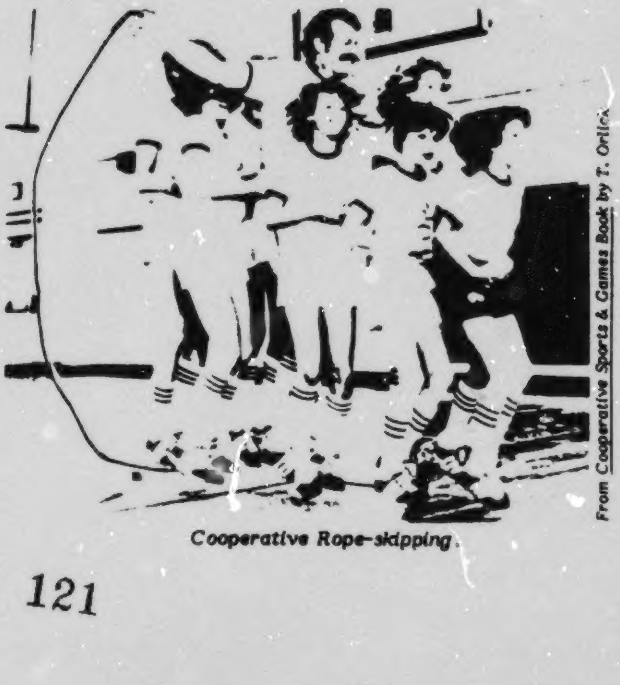
Many PE teachers are finding success through the use of innovative new programs. Introduction of activities new to all eliminates "swamping" by experienced students. Traditional favorites like volleyball, basketball, softball, and fitness exercises can be modified to promote wider participation and appeal. The possibilities are endless, if the challenge is approached creatively. Here are several examples of programs that can provide successful experiences for all students.

Adapting Traditional Activities—As a **three-legged race** transforms a simple relay into an adventure in cooperation, many common PE exercises can be adapted to shared experiences. In **tandem situps** two partners sit facing each other with bent knees. They lock ankles to hold their feet in place, then take turns doing situps. This alleviates the long inactive periods for ankle-holders. **Tandem pull-ups** have two people hold a soccer ball or cushion between them. They work cooperatively to pull both up to standing positions. This can be expanded to four or more people who sit in a circle facing each other and hold hands or wrists. They experiment to find effective ways to stand up as a unit. The more people in the group the greater the challenge in timing, momentum, and cooperation, and the more laughter.

In team sports new rules can be introduced to foster greater participation. Variations can be designed to meet specific needs identified by teachers sensitive to interaction patterns and skill development. **Coed volleyball and basketball** can include rules requiring girls to handle the ball at prescribed intervals. Teams also can be organized so that backfield players are rotated into forward positions where more involvement is guaranteed.

The importance of teamwork in volleyball, basketball, or soccer can be stressed by having each student keep track of their "personal points" (those awarded to the last player to pass, set-up, or assist a basket point, or goal) throughout the unit .

Softball variations include modified rules, such as "no strike outs," or counting every base as a point rather than just homeplate. To



Cooperative Rope-skipping

From Cooperative Sports & Games Book by T. Orlic increase activity in the field and improve catching and fielding skills, consider a rule increasing the number of players required to make contact with the ball; or establishing "around the horn" ball passes in the outfield between batters.

Innovative equipment can be useful. The rag ball is a sponge softball designed to be caught painlessly in bare hands though it still travels like a regular ball when hit or thrown. It allows students to lose their fear of the ball and enables kids both with and without mitts to play together. It virtually eliminates injuries when players are hit by balls. Lighter basketballs can promote success by younger or less experienced players, as can lower and bigger baskets. For example, three children can join hands to make a large mobile basket which serves as a moving target.

New Games—Every summer the Inuit natives of northern Canada hold their own version of the Olympics. A major difference exists, as the summer games' traditional activities do not produce single winners but promote a broad sense of community and cooperation. Many games require participants to work together to fulfill the objective. Success and accomplishment are shared by all. The blanket-toss is probably the best known event. It's an impossible and dangerous activity unless the tossers have exactly equal tension and force on the blanket.

The concept of interdependence to acheive a goal is also the central focus of activities known as **New Games.** Participants cooperate, focusing their competitive spirits against the task rather than each other. For example, a traditional King of the Mountain game becomes **People of the Mountain,** in which children must help one another so that as many as possible get to the top of the mountain. Adolescent students who have not had previous exposure to New Games may find the absence of a single winner a difficult concept. With the proper introduction they will enjoy the opportunity to invent creative solutions to problems. The most effective use of such games would be a well designed program spread throughout the PE curriculum. Some New Games require the use of special equipment like parachutes and earth balls, but substitutes usually can be found.

From Hatha Yoga for Total Health by S. Luby.

Aerobic Exercise—The recent aerobic dancing craze is more than a fad. It represents an awareness about fitness and health that departs from many traditional exercise programs. The objective is to promote sustained increase in respiration and pulse rate, and to stretch muscles and tendons. Swimming, bicycling, jogging and cross-country skiing are beneficial because of their aerobic qualities.

Aerobics are usually strung together in routines and set to up-tempo music. This avoids the monotony of calisthenics. If teachers utilize music that is now popular with students and present movement exercise as a serious, endurance-building activity (as opposed to a simplistic diversion of the fashionable leotard and sweats set) it can be a rewarding component of the school fitness program.

Weight-training—In the past, weight-training was considered of interest and value only to serious male athletes. The weight equipment often was housed in the boys' locker room.

The impetus of Title IX, combined with the national fitness craze and a new awareness of the interests and capabilities of today's young women, have changed weight training into a unisex activity. The intentional development of particular sets of muscles is useful to all athletes. Efficient **conditioning** of weight exercise can improve the fitness of all students. By varying the repetitions and adjusting the machine's resistance every individual can develop the precise workout she or he needs.

Weight training programs teach **physiology** and offer an excellent place to integrate **weight control, diet,** and other health issues into the PE curriculum.

By creating individualized weight-training programs students learn self-assessment and self-improvement skills. Additional fitness exercises can be coordinated with weight training to provide students with a well-rounded program.

Self-defense—The number of crimes against women and children continues to increase, making knowledge of self-defense an important survival skill. The recent violent crimes against boys in Atlanta and Chicago point out that self-defense techniques are applicable to children of both sexes.

Because young people are experimenting with their self images and enjoying greater mobility in the community, adolescents can be particularly vulnerable. Including self-defense techniques in the PE curriculum is an effective preventative measure. Effective assault prevention programs also provide good exercise and conditioning.

Units on assault prevention should be comprehensive so that students develop useful skills and not a false sense of security. Most self-defense programs begin with facts about assault and rape. This helps demystify these crimes and provides information that is relevant to everyone. (For example, over half of all rapes occur in the home, and most rapists are known by their victims.)

Assertiveness training and **verbal self-defense techniques** also are presented. A forceful verbal response can often stop an attack before it starts. More aggressive techniques are drawn from **Asian martial arts,** which are primarily defensive in nature. These include blocking techniques, breaking out of holds, and using the attacker's momentum to one's advantage. They also teach students where the vulnerable points are such as throat, eyes, and groin. Because most teens and women have greater strength in their legs than arms, the **kicking techniques** are very effective. Other parts of the body can also be used as weapons: such as knees, elbows, voice, and head.

For the PE teacher not trained in martial arts there are several excellent books available that explain the essentials of self-defense. With little practice both teachers and students can learn safe ways to fall, blocking techniques, and ways to escape from holds.

Teaching facts about rape and assault gives students knowledge that will contribute to wise decision making. Teaching students the basics of self-defense arms them with improved self-confidence and skills that may keep them from becoming victims.

Yoga--Practiced for centuries in India, yoga is a proven method of fitness that does not necessarily include religious doctrine. Yoga is a body of unusual exercises in which a person uses one muscle against another while focusing on correct breathing techniques. It's a series of postures that develop flexibility, balance, strength and control by stretching and twisting all parts of the body. Yoga exercises make an excellent complement to fitness forms that stress aerobic activity or endurance. They are especially useful as warm-up or cool-down exercises after aerobic work-outs. Participation in yoga is also an excellent multi-cultural experience for children.

Other aspects of yoga which are appropriate to school PE programs are **concentration and relaxation techniques.** Students learn correct breathing and focus on sets of muscles which are tensed and relaxed. These exercises reduce muscular and mental tension. La Maze training, biofeedback, and other stress reduction programs have adopted yoga techniques. Yoga's stretches for specific sets of muscles and relaxation techniques are skills which can have lifetime usefulness to students.

— Tasha Lebow

DOES YOUR SCHOOL DISTRICT HAVE AN EQUITABLE PHYSICAL EDUCATION PROGRAM?

A CSES Brief Checklist on Sex Equity in Physical Education

1. **Are your physical education students excluded from any class or activity on the grounds of gender?**
   5 pts. - if you have any course descriptions that are labeled as Men's or Women's.
   3 pts. - if you have no course descriptions that are labeled by gender, but "everyone knows" that certain courses are for males or females.
   0 pts. - if neither of the above is the case in your district.

2. **Have you reviewed your course enrollments to determine whether physical education classes are indeed integrated by gender?**
   5 pts. - if you haven't worried about that since you did your first Title IX Self Evaluation or if no such study has been completed within the past two years.
   3 pts. - if a study of course enrollment by gender has been completed within the past two years, and you have done at least some planning to remedy problems discovered.
   0 pts. - if all of your physical education classes contain at least a 75-25 mix by gender.

3. **In physical education classes, are males and females encouraged to work with each other toward common goals?**
   5 pts. - if you are still playing "boys vs. girls".
   3 pts. - if you have talked with the students about mixing teams and activities by gender, and/or made efforts to get them to work together, but they still seem to prefer to separate.
   0 pts. - if your students naturally mix by gender during activities and work together willingly.

4. **Have you designed your course contents to attract a diverse group of students in each class?**
   5 pts. - if you only have courses that tend to attract members of a single sex, such as football (males), synchronized swimming (females), etc.
   3 pts. - if you have experimented with grouping activities that tend to balance courses by gender (example: weightlifting, field hockey, and tennis as a single course) with some success.
   0 pts. - if all your courses are designed to attract males and females in approximately equal numbers (example: swimming, diving, synchronized swimming and water polo as a single course), and course enrollments by gender verify equity.

5. **Have you made efforts to be sure that your staff is not inadvertently encouraging separation by gender because they use exclusive language?**
   5 pts. - if you still have a "girl's gym" and a "boy's gym," or your staff is referring to males or females in stereotypical fashion (example: "Let's have three boys out here to lift these mats" instead of "Let's have three volunteers out here to lift these mats".
   3 pts. - if the staff has discussed the use of inclusive language and the avoidance of gender stereotyping, but it still happens.
   0 pts. - if the staff is actively using inclusive language, avoiding gender stereotyping, and is comfortable in assisting each other in identifying erroneous use of exclusive language.

6. **Have you provided inservice workshops and other training opportunities for your physical education staff so that they are well versed in the skills of nonsexist physical education instruction?**

5 pts. - if training has not been offered within the past five years.
3 pts. - if training has been offered within the past five years, but no effort has been made to offer periodic updates, and/or no provision has been made to train new staff members.
0 pts. - if all staff members are skilled in nonsexist physical education instruction, and periodic inservice workshops and training offer a constant flow of new ideas and techniques to improve instruction.

7. **Is your physical education staff assigned to teach courses based on non-gender based criteria?**

5 pts. - if you are assigning men and women to teach only the subjects which they have traditionally taught (examples: men-weightlifting, women-dance).
3 pts. - if you have assigned some men or women to teach subjects that they have not traditionally taught, but only because scheduling problems have made it necessary.
0 pts. - if you assign your physical education instructors to teach subjects based on criteria other than gender, with the result being that men and women can be found routinely teaching subjects that they have not traditionally taught in the past.

8. **Could an outsider looking at the organization chart of your physical education department spot any evidence of differential promotion based on gender?**

5 pts. - if all of your administrators in the physical education department are of one gender.
3 pts. - if you have at least one representative of each gender in an administrative position in the physical education department.
0 pts. - if your physical education administration is gender balanced (equal numbers of men and women).

9. **Are male and female staff members paid equitably for the same or comparable jobs regardless of the gender identity of the program?**

5 pts. - if differential compensation for identical services for males and females exists or if there are differential requirements and compensation for similar extracurricular duties for males and females.
3 pts. - if you do not think that there is differential compensation for males and females in the physical education department, but you have not completed a formal written study to verify this.
0 pts. - if you routinely examine salary schedules for all positions, including extra-duty assignments, and verify that differential compensation does not exist.

10. **Are your physical education facilities and equipment equally available to females and males?**

5 pts. - if students of one gender in particular consistently have access to better quality facilities and/or equipment than the other (example: football team members only (males) have access to the weightlifting facility, or the best field hockey equipment is stored in the women's locker room and used primarily by females).
3 pts. - if systematic efforts have not been made to determine whether facilities and equipment are equally available to females and males, but situations that are identified by "whistleblowers" are remedied in a gender fair manner.
0 pts. - if a concerted effort is being made within the district to identify and remedy cases of disparity in facility and equipment availability, or if no cases of disparity exist.

SCORING THE CHECKLIST:

0-10 points - You may safely say that your district has equity in the physical education program.

11-20 points - Although you generally have an equitable situation in the physical education program in your district, there are a few areas that should be carefully examined, and a plan developed to remedy the inequities.

21-35 points - You may wish to do a more formal study of the equity situation in the physical education department. Certainly, you should begin to identify areas of greatest need, and concentrate on remedying the situation in those areas first.

36-50 points - Your program may be significantly out of compliance with requirements for nonsexist physical education. The best approach might be to conduct a thorough assessment of the deficiencies in the program, and to begin building awareness among the administration. Consider obtaining assistance from an outside agency such as CSES.

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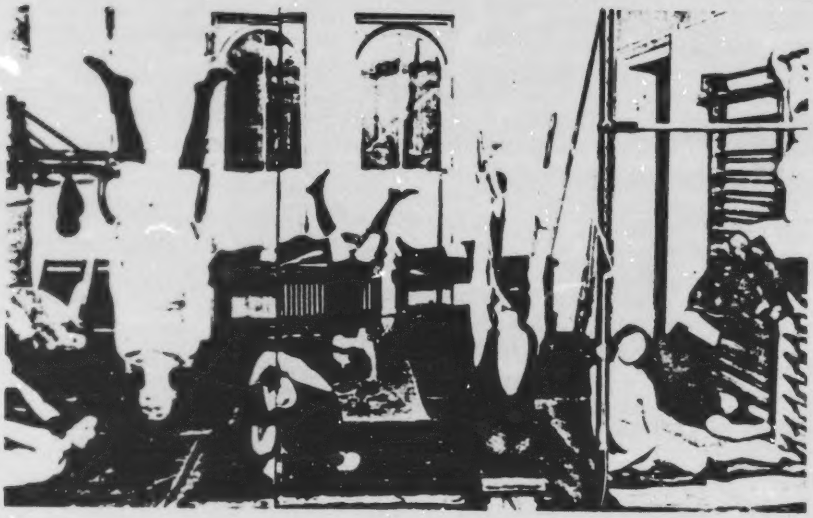
— **Marta Larson**



WOMEN ATHLETES: OPPORTUNITIES AND SUCCESS?

What does it take to become an outstanding athlete? That question will be asked a lot this summer as millions of Americans watch the Olympics. Athletes will ask it. Coaches will ask it. Spectators will ask it. Children will ask it as they dream of someday participating in the Olympics themselves.

Ability will be a common answer. So too will be personal traits like desire, determination and discipline. Each affects the manner in which ability becomes athletic prowess. A less common answer, however, is likely to be opportunity, the matter of facilities, equipment, coaches, contests and rewards. Nonetheless, outstanding athletes are often those who have had outstanding opportunities to excel.

Of all of these factors, opportunities are the most difficult for an athlete to affect, sometimes even obtain. Perhaps that is why sports lore contains so many stories about athletes who were denied opportunities but still became outstanding sports' figures. The stories about Wilma Rudolph, Jackie Robinson, Fred Cunningham, and Mary Decker are stories of individual courage, and individual victories against the odds; yet what about the young athletes who might have become outstanding had they been given the same opportunities given others?

The question is an important one because today, there are more young women pursuing interests in sports than ever before, especially here in the Midwest where Indiana, Illinois, Michigan, Minnesota, Ohio and Wisconsin account for one-fourth of all girls participating in interscholastic competition.[1] A national survey of 1,500 secondary school children done in 1983 by the National Association of Secondary School Principals[2] reported that 60% of the girls said that sports and sports fitness activities were a hobby or special interest of theirs, a proportion far greater than those indicating music, video games, dancing, computers or cooking and baking as hobbies. The same survey found that more girls (68%) than boys (57%) stated they regularly watched or followed basketball events, and it reported 1.2% of the girls wanted a career in professional sports, a proportion equal to those who said they wanted a career in child care or social services.

Will they find ways of channeling their interests? For most it's not very likely, for in many instances the opportunities simply will not be there. Intercollegiate competition is where many athletes become outstanding, but male and female athletic budgets are still substantially different at most universities and colleges. Per capita expenditures for football and men's basketball greatly exceed expenditures for all other sports, including women's sports. These budgets, at least in comparison to those for football and men's basketball, substantially limit the number of grants-in-aid for female athletes, and often restrict women from participating in more competitive events because of prohibitive travel costs.[3]

Opportunities to become outstanding in professional sports are almost nonexistent. Only a few women, like Chris Evert Lloyd, whose current career earnings top five million dollars, have become successful professional athletes. There are no counterparts to the lucrative professional hockey, football, basketball, and baseball leagues for women with outstanding abilities. The newly resurrected women's professional basketball league may become an exception. Its ability to secure a cable television contract is promising, but it's too early to tell if it will open up opportunities for women similar to those available to men in professional sports.

For many women the question is a simple one—how much am I willing to sacrifice? Athletic success for most women can be achieved only with substantial personal sacrifice, and the financial rewards for such dedication are still quite small. Only a few women will find professional careers; a somewhat larger but still comparatively small group will find careers in coaching, directing programs, reporting or officiating.[4] What they are more likely to find is frustration, disappointment, and failure, even if they have outstanding athletic abilities.

continued on p. 13

Mary Decker, one of America's best middle distance runners, was once forced off the track by an official who told her "You don't belong on the track now little girl." If Decker's coach had not intervened she would have missed the race in which she set a new world record in the 1000 yards. At that athletics meeting at which she had broken a world record and been voted Most Valuable Woman at the meet, Mary Decker received as a prize a pen and pencil set. The Most Valuable Man got a television set.

- from Challenging the Men, K. Dyer

continued from p. 12

Today, women athletes must work harder, try harder, and sacrifice more than men, mainly because they are not given the same opportunities to develop and benefit from their athletic abilities. Although Title IX regulations dramatically improved conditions, they have not eliminated the disparity between athletic opportunities afforded men and women. There is still much to be done.

— Bob Croninger

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WHAT ABOUT SOCCER?

On playing fields and vacant lots there is a quiet revolution in process that promises to change the American sports world. Increasing numbers of people are trading their baseballs and footballs for the longtime preference of Europeans, Latin Americans, Australians, and Africans - the soccerball.

Soccer's wide appeal is related to its accessibility. If you can run, you can play. Size, weight, or strength do not affect a player's advantage; only stamina, dribbling skills, and intuition are needed.

More than any other game, soccer teaches teamwork. A winning team must work together as a unit by coordinating the skills of its individuals. Skilled players focus their moves on the ball and play with little physical contact, making injuries unlikely. Diversity in talent and speed is an advantage which helps to make soccer a perfect co-educational sport. Today young women are winning college scholarships in soccer.

Athletic and recreational program planners find that soccer is appealing because of its simplicity. It requires only minimal facilities and equipment, which makes it economical.

School districts can easily incorporate comprehensive soccer programs, beginning with skill-building in lower grades and followed by interscholastic athletic competitions later on. If several levels of competition are offered, even more people are drawn into it. Some leagues encourage players of all ages to participate on its teams. It's even possible to find several generations on the same team. Many adults admit they first considered joining the league after watching their children play.

Soccer is a sport that offers lifetime fascination and enjoyment. As a new generation of American soccer enthusiasts mature, soccer programs and professional teams will become more prominent. In fact, soccer may become the new national passion.

BEST COPY AVAILABLE

WOMEN OLYMPIC GOLD MEDAL WINNERS ROLE MODELS FOR STUDENTS

Biographies of women athletes, newspapers, magazine articles, and posters can provide students with positive role models of women in sports. Some of these materials, especially those about Black women athletes and athletes from other countries, may be difficult to obtain. Athletes do not all get celebrity status for their achievements. You may want to keep a clipping file and add new articles as you find them. You may also want to compare publicity coverage with a list of winners in an almanac or newspaper.

The relative youth of Olympic gold medalists certainly heightens students' interest in them. In addition, the athletes' stories of hard work, persistence, overcoming defeat, and envy are important for young people to understand. Some few athletes are so talented that they report little struggle. These books tend to center around suspenseful accounts of competitive events. The books about the Eastern European gymnasts place an emphasis on the difference in education in communist countries.

At times in the accounts of recent winners, the reader may miss the added insight that could be offered by an older person. The maturity of the athlete should then be weighed against the students' memory of the Olympic event. Perhaps the best approach is to have students read about both current and past athletes to see how athletics is important to different people in different ways.

One of the most interesting role models is Wilma Rudolph. Students may be interested in knowing more about her life.

* * * * * * *

Wilma Rudolph was born in rural Tennessee, the nineteenth of twenty-two children in a poor family. She'd had pneumonia, scarlet fever and polio as a child, which left her right leg deformed. In her autobiography she describes the pain and frustration of wearing a brace, enduring treatment, and being taught acceptance of racism and poverty.

In contrast, in junior high she enjoyed playing basketball and running, though she and a friend had to work hard to get the coach to let them be in regular games. In high school she was quickly spotted by Ed Temple, the track coach at Tennessee A & I State University, whose Tiger Belles have won gold medals for over forty years. Tennessee A & I was the home of many fine Black women runners, the only school to offer athletic scholarships to women. She'd already won the nickname 'Skeeter for being so fast and small, and was winning all the meets she entered. With intensified training and practice, she became a bronze medalist at sixteen. Wilma Rudolph went on to win an amazing three gold medals in track and field in the 1960 Olympics. Her team then won stardom by appearing in events and gaining publicity throughout Europe and North America.

Wilma confronted many of the personal issues faced by women. One of her closest friends died in a car accident when she was in high school; she had a baby between her two Olympic competitions; other girls on the Olympic team harassed her and tried to ruin her performance. Her later struggle for a good job and fair pay, while avoiding being made into a romantic martyr shows her to be a really fine person as well as a star athlete.

— **Eleanor Linn**

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Wilma Rudolph, Olympic gold medal winner - 1960.

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The following materials are still available in limited quantities. If you would like to request a copy, please write to:

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Women and Leisure Sports

The least biased group of people concerning women and sports may be sporting goods dealers. Stock inventories vividly demonstrate their economic interests and women's interests in leisure sports. The January 1983 issue of **The Sporting Goods Dealer** reported that women are nationally an active part of the leisure sport market and that their activities are not significantly different from those of men. The following are the ten most popular sports activities reported by men and women for the months of April through September in 1982. Participation figures are given in millions.

Men		Women	
Swimming	50.2	Swimming	51.4
Bicycling	36.7	Exercising	42.4
Fresh Water Fishing	32.6	Bicycling	37.9
Exercising	32.1	Camping	23.3
Camping	28.2	Roller Skating	19.8
Jogging/Running	19.3	Jogging/Running	17.7
Bowling	15.8	Bowling	16.5
Weight Lifting	14.7	Fresh Water Fishing	14.5
Golfing	14.4	Aerobic Dancing	13.5
Roller Skating	13.9	Volleyball	9.6

How many of these activities do you teach in your school?

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Vol. V, No. 1, Fall/Winter 1985

Comparable Worth In School Employment

FROM THE DESK OF THE DIRECTOR

Charles D. Moody, Sr.

People's views vary considerably on the issue of **comparable worth.** These differences are probably based on the experiences of the persons advancing them. They also may be based on the context and setting in which they are being advanced. Advocates of comparable worth see it as a personnel management tool that can assess and remedy issues of pay equity. They see it as especially useful in the areas of employment in which wages have been depressed because of high concentrations of female employees. On the other hand, opponents of comparable worth see it as a cumbersome and costly interference in the free market system. They would prefer encouraging women to go into higher paying technical fields.

After studying the issue of comparable worth carefully, we at CSES believe that it can be a useful tool in some employment situations. We also feel that efforts to encourage women and minorities to enter nontraditional areas of employment need to be supported and continued. The comparable worth struggle often may be played out in a school district between advocates for equity, labor leaders, compensation managers, the superintendent, school board members and the community.

The immediate impetus for this issue of our newsletter comes from the state of **Minnesota,** where all school districts are required by **state law** to develop a comparable worth plan by October, 1985. Many schools have requested that we provide them with information and assistance in making important decisions about their study. In addition, long-range interest in this issue comes from major policy statements and decisions about comparable worth by the Equal Employment Opportunities Commission **(EEOC),** the U.S. House of Representatives, and the U.S. Supreme Court. Although comparable worth is a subject of widespread concern, the information about it is often related to the work force as a whole, to state government or to private industry. We have therefore gathered information specifically relating to **comparable worth issues in school districts.** Since this material may be unfamiliar to many educators, we have also provided a brief overview of how school personnel compensation systems often work.

Comparable worth can be approached within the context of my four dimensional equity-based education model: Access, Process, Achievement, and Transfer. Equity will be achieved when members of all groups can not only enter and proceed through the educational system, acquiring the necessary cognitive and affective skills needed in the world of work, but also when they can be rewarded and compensated on an equitable basis. This is the transfer dimension of my model, which applies to the compensation system of the school district, as well as to employment in the community at large. If schools pay classes of people differently for work of comparable value, they are providing unequal rewards for individuals' comparable investments in education.

Title IX Line is a periodic publication of The Center for Sex Equity in Schools, a desegregation assistance center funded by the U.S. Department of Education pursuant to Title IV of the 1964 Civil Rights Act. The contents, however, do not necessarily reflect the position or policy of the Department of Education and no endorsement should be inferred.

The Job Evaluation Process: Borrowing from Business

Though the term comparable worth has surfaced only recently, it is not a new concept or process. Since workers and management first sat down at the negotiating table, correcting pay inequities has been an important labor issue. Both parties have supported the use of set procedures to systematically establish wages according to actual job content. Business and industry have often turned to the widely accepted job evaluation process as a means of reaching mutual agreement. Comparable worth is an updated term for this process that emphasizes the commitment to fairness.

Job evaluation or job analysis is a systematic method for collecting, documenting, and analyzing information to determine each job's relative value to the organization. Although there are many forms of job analysis (see page 4), all cover three basic aspects: the content of each specific job, the job requirements, and the context of the job in relation to the total organization. The process includes outlining the criteria for compensation and applying it consistently to all jobs. If conducted without bias, this will automatically reduce the effects of discrimination and other preconceptions that influenced wage setting decisions. This will allow compensation to reflect more accurately work efforts and responsibilities. It may lead to some restructuring of the wage schedule. However, the degree to which the compensation schedule was previously clouded by biases will determine the extent of the necessary changes.

The process of job analysis dates back to 1871 and U.S. Civil Service Commission jobs. During World War II job evaluations became widely used in both the private and public sectors when the labor force was flooded with newly designated tasks and classes of workers. The most familiar form of job evaluation is the General Schedule (GS) rating system of the Civil Service.

Job analysis is essential for effective budget and human resource management. Because the largest expense of many organizations is the cost of employees, it makes good business sense to develop procedures that document and regulate compensation systems.

An effective job analysis, based on impartial and objective principles can also improve employer-worker relations as it publicizes the company's fair approach to compensation decisions. Better communication between workers and supervisors is promoted, and is often maintained as a result of undertaking a job analysis. Supervisors receive a clearer idea of the worker's experience and responsibilities, and the functions of and interrelationship between departments. Efficiency is improved as overlapping duties or unnecessary duplicity of jobs can be reduced. Supervisors become more aware of the objective criteria required for each position which can also lead to more efficient hiring and evaluation decisions. This also facilitates more effective job orientation and training programs.

Because the mystery is removed about how compensation is distributed, worker morale is bolstered when job evaluations are undertaken. Even if their wages remain unchanged, workers no longer perceive compensation as based on the subjective, preconceptions of individual managers. They are less likely to exert pressure to have their jobs reclassified, or to pursue wage-related grievances after a job evaluation or comparable worth study is done.

The comparable worth process begins with a commitment to undertake a thorough, impartial job analysis and to consistently apply the criteria for compensation accordingly. This process now has become an important issue for civil rights and women's groups because its focus is on actual job content. It is a chance to remedy the devaluation of the work of women and minorities by attending to real aspects of the job performed, rather than historic assumptions about the value of the worker.

The increased number of women in the workforce has revolutionized America. The role of women has changed significantly in all areas of life, but the deep-rooted biases about gender and work have left crucial inequities in the labor market. Examination of current U.S. labor market data reveals a continuing discrepancy in the wages earned by men and women. Women earn about two-thirds the wages earned by men. The wage differential between minorities and whites is also alarmingly wide, with minority women at the very bottom, earning only about half the pay of white men. Although schooling is closely correlated to earnings, women who are college gradutes have a lower mean salary than white men with an eighth grade education. Research of individual organizations has shown that although women employees possess a wide range of education, they are clustered in the lowest paying job categories and lowest classifications within categories.

Studies also show that gender-related wage differentials are correlated to differences in characteristics of the workers and of the jobs. In both cases, these discrepancies are largely caused by direct and indirect effects of the age-old discrimination inherent in our society. The dissimilarity between groups of workers can be traced to stereotypes and biases about gender, race, and appropriate work. Traditionally, women and minorities have been discouraged from considering high level career goals and from pursuing advanced training. Differences in workers' training and experience affect their productivity and potential for advancement, and subsequently affect wages. The substantial sex segregation of the labor force is a major cause of wage discrepancies between men and women. The majority of women workers continue to be employed in female-dominated, low-paying job categories: clerical, sales, and service occupations. These categories also have short career ladders.

The lack of preparation does not completely explain the disparity in earnings. Research supports an institutional explanation for wage differentials. Jobs traditionally held by men are paid more than jobs seen as "female" or "minority." These unconscious labels affect employee and employer expectations about the relative worth of the job. Other research has shown that men and women doing essentially equal tasks (whose jobs receive equal job evaluation scores) may find themselves in different job categories with pay reflecting the historical bias about gender and work value. The men may be called accountants, while the women are labeled clerks. In the past, this was acceptable practice. During World War II it was common that women replacing male laborers would receive only a fraction of the wage for identical work. With the passage of the Equal Pay Act of 1963 and the Civil Rights Act of 1964 this inequity became illegal. Unfortunately, residual effects of past practice are still widely apparent.

There have been many recent developments to remedy the problems with the workers themselves. Encouraging women and minorities to pursue non-traditional careers has improved awareness about expanding expectations. It has helped many people set higher goals for themselves and has fostered greater acceptance of pioneering non-traditional workers. To accommodate the new population of non-traditional workers, jobs and training programs have been restructured, and equipment has been adapted.

Besides the legislative remedies mentioned above, there are internal ways to address institutional factors that foster traditional imbalances. Affirmative action programs have provided positive impact towards integrating the labor force and through promoting qualified workers to the level of their abilities. However, equal pay and affirmative action have not succeeded in correcting the wage gap. Comparable worth job evaluations can advance everyone toward equating workers' value with the compensation received.

Job evaluation procedures can contribute greatly to the equity and efficiency within an organization. Determination of compensation according to bona fide aspects of jobs will remove many unconscious preconceptions held about the value of work. It is an effective management tool that demonstrates an organization's commitment to fairness.

— Tasha Lebow

THE MOST COMMON APPROACHES OF JOB EVALUATIONS

- **Ranking** - The earliest analysis system and the simplest, ranking is utilized by small companies or organizations (with a maximum of 20 different jobs). This system places jobs in a graded hierarchy. It is usually done by a committee for more impartial results and greater acceptance. Whole jobs are weighed against each other and ranked. This method is impractical for larger organizations, or when a greater variety of jobs exists within each department.

- **Job Classification** - Sometimes called a ranking or rating system, this method is a non-analytical assignment of total jobs in predetermined grades, which are arranged into a hierarchy of importance. It is basically an extension of ranking systems and is most useful when jobs are constant and well-defined. A pre-determined number of pay grades or pay-grade increments are established and key jobs, called benchmarks are categorized first. This allows the committee to rate each job according to the grading system, and to compare subsequent jobs with the benchmark. Because this is a non-quantitative method, it is more subjective and less accurate than quantitative methods. The committee must have extensive knowledge of the content of each job to be effective. It also must be careful to define each level of the categories in specific, concrete terms, and avoid descriptions that are lengthy and difficult to use.

- **Weighted-In-Points Method** - This quantitative method is the most popular approach, as it is adaptable to large organizations and diverse job groups. A list of compensable factors common to the jobs is defined with a graduated point scale for each characteristic. Each job is compared against the predetermined list of characteristics and assigned a point value for that factor. Jobs are then rank-ordered according to the points received. Those jobs receiving the highest number of points are considered the most valuable and/or demanding and are awarded the highest wages. This procedure is only as good as the point system that is developed. It assumes that all jobs are composed of those factors, making unusual jobs difficult to slot. Selecting and weighing the factors objectively is critical to overall effectiveness.

- **Factor-Comparison Method** - Significant factors are selected that are common to all jobs, such as skill, responsibility, mental/physical requirements, working conditions. Jobs are rated factor by factor and ranked in order of total points assigned. Money values are assigned according to the number of points received. Because there is little overlap in factor categories, and these are qualities of all jobs, comparisons can be made even between dissimilar jobs. One advantage to this method is that it is custom-made for each organization. Jobs are compared to each other, rather than to the factor categories. Because of the direct relationship to points and wages, employees can easily understand how the money is allocated. This method is somewhat tied to the existing pay schedule, which can make it more understandable to employees, but also can be a pitfall. There may be a tendency to use this system to justify the existing pay-scale instead of objectively determining a proper, equitable pay scale.

- **Decision Band Method** - Developed by Dr. T. T. Paterson and marketed by Arthur Young Human Resource Consultants, this system is based on the concept that the importance of a job is related to its decision-making requirements. This is a common, measurable aspect of all jobs that can be compared and evaluated in the job analysis procedure. As in other methods, grading of jobs and assigning wages accordingly follows the evaluation. Focusing on a single aspect like decision-making requirements offers some advantages, as it allows diverse jobs to be compared. The single aspect approach can also expedite efforts. But this method's application to school districts may be questionable. The criteria may minimalize or ignore important aspects of some jobs that are not related to decision-making. It also assumes, and can foster, a hierarchical structure while schools have traditionally flat organizational structures.

SAMPLE JOB EVALUATION FACTORS

This is a list of some of the factors used in job evaluation systems. It is not intended to be an exhaustive list. Factors are typically measured by amount, frequency, nature, intensity, variety, level, or type required for satisfactory performance of the job being evaluated.

Education & training
Knowledge & experience
Specialized skills
Certification requirements
Problem solving
Cognitive skills
Decision making
Variety of work/adaptability
Accuracy
Job complexity
Task complexity
Discretion/confidential data
Independent judgment
Mental skills
Psychological/emotional skills
Planning & organization
Human relations
Dependability
Kind & amount of supervision
Supervision of others
Autonomy
Prescription of task
Review and feedback
Personnel authority
Initiative and ingenuity
Physical dexterity
Physical skills
Social skills
Cooperation
Scope and effect of job
Mental demands
Psychological/emotional demands
Physical demands
Visual demands
Effect/impact of errors
Accountability
Results of work
Impact on budget
Contacts with others
Purpose of contacts
Amount of conflict in contacts
Responsibility for policy & methods
Responsibility for clients/patients
Responsibility for tools/materials
Responsibility for records/reports
Appearance and conduct
Responsibility for safety of others
Work environment
Environmental conditions
Exposure to hazards
Stress factors
Working conditions
Confinement demands
Body position
Repetition of movement
Lifting weight
Volume of work
Distractions
Visual strain
Muscular or nerve strain
Mental fatigue
Precision
Concentration intensity
Frequency of motion
Temperature
Noise
Deadlines
Monotony

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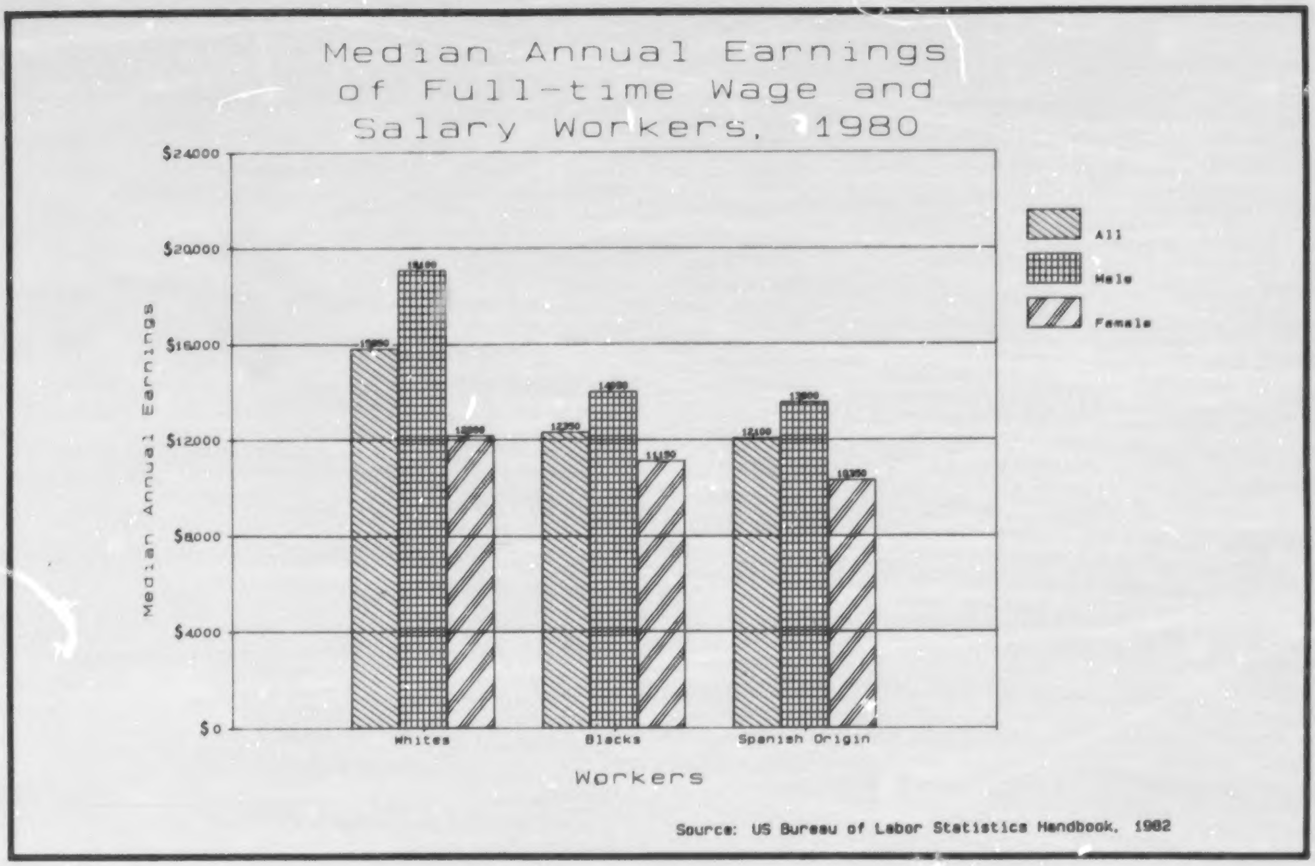
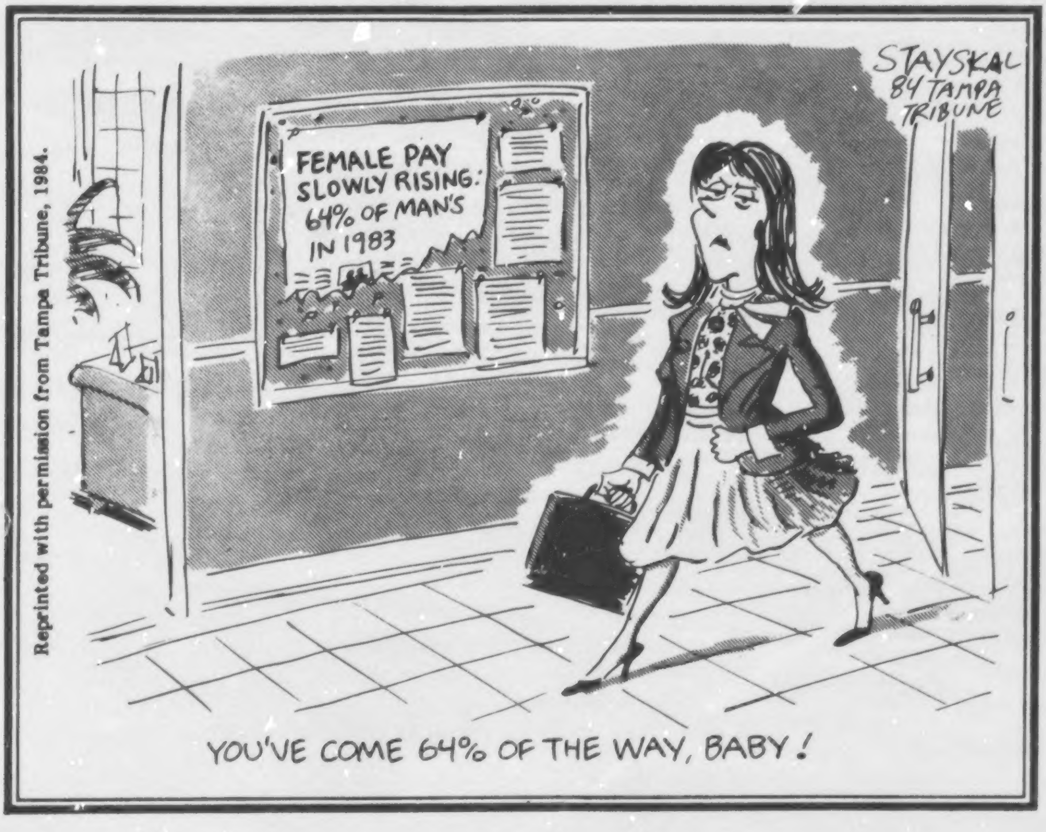


Source: US Bureau of Labor Statistics Handbook, 1982


FEMALE PAY SLOWLY RISING: 64% OF MAN'S IN 1983
STAYSKAL 84 TAMPA TRIBUNE

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YOU'VE COME 64% OF THE WAY, BABY!

Pay Equity: Is It Legal?

History of the Law

The role of the government in addressing sex discrimination in wages really began in an organized way with the formation of the War Labor Board in 1917. Faced with the pay inequities commonly experienced by women working in the war effort, the Board issued an order stating that the wages paid to women should not be lower than those paid to men for equal service.

During World War II the Board was again charged with determining whether wages were set according to the work done or according to the sex of the worker. In many instances industries, including Westinghouse and General Electric, set different wage rates for men and women doing the same work. Unfortunately, many of these practices continued despite the effort of the Board to address them. Even so, the concept of equal pay for equal work was introduced during this wartime effort.

During this time also, the Women's Bureau had been compiling statistics on sex discrimination in employment including disparate wage rates. A number of groups across the country were concerned with this issue and in 1952 they formed a coalition known as the National Committee for Equal Pay. This committee worked for the passage of a federal law guaranteeing that regardless of sex, workers would receive **equal pay for substantially equal work.** That effort culminated in the passage of the **Equal Pay Act (EPA)** in 1963. The following year, **Title VII of the Civil Rights Act** was enacted, **prohibiting all forms of employment discrimination based on race, color, national origin, religion, or sex.**

It must be noted that the element of discrimination based upon sex was added to Title VII shortly before passage, and little time was spent discussing the ramifications of this addition.

However, fearing that Title VII might nullify the newly-passed EPA, Senator Bennett added an amendment stating:

> **"...It shall not be an unlawful employment practice for any employer to differentiate upon the basis of sex in determining the amount of its employee's wages if such differentiation is 'authorized' by (the... Equal Pay Act)."**

Since the **Bennett Amendment** was added at the last minute and agreed upon virtually without debate, a full interpretation of the intent of this amendment is missing. At question is, exactly what is "authorized" by the EPA? Lacking a definitive answer, courts have been reluctant to interpret compensation aspects of Title VII as anything beyond the "equal pay for equal work" concept incorporated into the EPA.

The issue has repeatedly come before the courts because the problem of sex-based wage discrimination persists. According to the **WEAL Washington Report,**

> "Two Civil Rights laws (EPA and Title VII) seek to protect women employees from discrimination in wages...Despite these laws, the wage gap between women and men is still 62¢ to the dollar...Much of (the gap) is accounted for by job segregation...and discriminatory pay practices, where traditional women's jobs are undervalued and underpaid." (Aug./Sept. 1984)

Perhaps one reason that this inequity continues despite the existence of EPA and Title VII is that "equal pay for equal work" does not cover the vast number of women who hold traditionally "female" jobs which have also just as traditionally been underpaid. According to a study conducted by the National Academy of Science, "... **the more an occupation is dominated by women, the less it pays."** (Trieman & Hartman, p. 28)

Obviously one solution to the problem of wage disparity would be to evaluate the worth of a particular job in an objective manner, compare it with the evaluated worth of other jobs and then set wage rates based upon this evaluation. In simplified terms, this describes what has been called, **"Comparable Worth."**

For the most part, the courts have been reluctant to issue decisions that might be construed as supportive of comparable worth or disruptive to the employers' pricing system based on the market value of certain jobs. In the case of **Christiansen v. Iowa** (8th Cir. 1977), the court stated, "We do not interpret Title VII as requiring an employer to ignore the market in setting wage rates for genuinely different work classifications."

The acceptibility of setting wage rates according to market value arose again in **Lemons v. City and County of Denver** (10th Cir. 1980). This, coupled with the fear of requiring the employer to reassess the worth of all jobs in relation to others and the even greater fear that the courts somehow might have to become involved in job evaluation and wage-setting, caused the court to describe the case as "pregnant with the possibility of disrupting the entire economic system of the United States of America."

In 1981 the Supreme Court issued a decision on **Washington County v. Gunther,** which many feel has shed new light on the meaning and intent of the Bennett Amendment, and thus opened the courts to those seeking redress of wage disparities for other than "equal work."

History of the Gunther Case

The Gunther case involved female prison guards employed in the women's section of the jail in Washington County, Oregon who were being paid considerably less than the male guards. The women sued under Title VII, claiming that their work was substantially equal to that of the men and that the difference in wages was due, in part, to **intentional sex discrimination.** They supported the latter claim by citing a job evaluation conducted by the county which determined that the female guard positions should be paid 95% as much as male guard positions; but in fact, while the men were paid the full amount, the women were paid only 70% of the men's wages.

The case was taken to the Federal District Court which found that the jobs were not equal, as male guards were assigned ten times as many prisoners as the female guards, and the females had clerical responsibilities which the males did not. Because the jobs were judged to be unequal, and therefore didn't satisfy the equal work standard of the EPA, the court refused to consider the evidence supporting the women's claim of intentional sex discrimination.

The case was then taken to the Court of Appeals which reversed the lower court's decision, holding that,

> "Persons alleging sex discrimination 'are not precluded from suing under Title VII to protest...discriminatory compensation practices' merely because their jobs were not equal to higher-paying jobs held by members of the opposite sex." (CA9 1979)

The Supreme Court then upheld the decision of the Appeals Court and the case was sent back to the District Court to consider the specific claims.

The Decision

Proponents of pay equity view the **Gunther** decision as pivotal: finally answering the question of what is "authorized" by the EPA and finally interpreting the intent of Congress in addressing sex-based wage discrimination.

In considering the elements of the decision, it is important to note that the Supreme Court was not deciding the question of equal pay. That issue had been dropped before the case came to the Court.

The question that was before the Court was, **does the Bennett Amendment of Title VII limit Title VII's prohibition of sex-based wage discrimination to claims of equal pay for equal work?**

The answer of the Supreme Court was the same as that of the Court of Appeals which said,

> **"Claims for sex-based wage discrimination can be brought under Title VII even though no member of the opposite sex holds an equal but higher-paying job, provided that the challenged wage rate is not based on seniority, merit, quantity or quality of production, or any other factor other than sex."** (U.S.C. 1981)

Justice Brennan writing for the majority supports this decision by concluding that the word "authorize" can refer only to the four affirmative defenses found in the EPA and that the Bennett Amendment does not incorporate the EPA's equal work standard into Title VII.

He argues that it was the intent of Congress to make Title VII more comprehensive in addressing pay discrimination than the EPA.

> "In forbidding employers to discriminate against individuals because of their sex, Congress intended to strike at the entire spectrum of disparate treatment of men and women resulting from sex stereotyping."

He goes on to argue that under the "equal work" interpretation of the Bennett Amendment the only women who could file a claim under Title VII are those who hold jobs that are also held by men;

> "...a female auditor thus might have a cause of action while a female secretary might not."

and added,

> "Congress surely did not intend the Bennett Amendment to insulate such blatantly discriminatory practices from judicial redress under Title VII."

It is important to note that the decision of the Court seems to steer clear of the pitfalls identified with comparable worth by lower courts. Brennan points out that the Court's interpretation does not place "the pay structure of virtually every employer...at risk and subject to scrutiny by the federal courts."

Of course in this particular case, the court had only to look at disparities resulting from the county not following its own job evaluations.

Citing the "narrowness of the question," Brennan emphasized that the Gunther claim is not based on the concept of comparable worth but rather that the respondents seek to prove "that their wages were depressed because of **intentional sex discrimination."**

Implications of the Decision

Gunther has been called a "narrow" decision based on very particular evidence and circumstances. In dissenting, Justice Rehnquist wrote, "One has the sense that the decision today will be treated like a restricted railroad ticket, 'good for this day and train only.' "

However proponents of comparable worth feel that the decision opened the way for achieving greater pay equity because it does not limit claims to "equal pay for equal work."

Building a Case

Many feel that because proof of intentional sex discrimination was provided by **Gunther,** the Court was spared the task of defining what should constitute future pay equity cases. Therefore, proponents suggest that until this issue has been clearly defined by the courts, any suit claiming sex-based wage discrimination should be carefully structured.

Mary Heen, staff Counsel for ACLU, suggests a strategy which would also educate the courts on the issues.

> "...cases with factual settings offering the greatest chance of success...should be brought first.....(so that) courts will have less trouble perceiving the sex discrimination and...will become more familiar with the problem of job segregation and the undervaluation of women's work." (Remick, p. 206)

AFSCME Attorney, Winn Newman, outlines the grounds on which he feels a **prima facie** case of discrimination might be shown.

> "1. **Disparate Treatment** - involving direct proof that the employer considered sex in establishing wages.

2. **Disparate Impact** - when a facially neutral employment practice has in fact an adverse effect on a protected group - minorities or women.

3. **Initial Assignment Discrimination** - assigning men and women to separate jobs where women are paid less than men." (Cook, p. 21)

Heen suggests that before filing a "comparability" lawsuit, plaintiffs should make sure that they have statistical evidence based on a systematic job evaluation study, a comparison of wages for similar jobs and any other evidence of sex discrimination in the workplace. (Remick, p. 218)

It's possible, for example, that had the nurses been armed with such statistical evidence, the outcome of **Lemons v. City and County of Denver** might have been quite different.

There seems to be agreement that since **Gunther,** the employer now has the burden of showing that any wage differential is based on one of the four affirmative defenses. While this is seen as a point of clarification, it may raise new questions which must be decided by the courts. For instance, the fourth defense, "any other factor other than sex," is the most ambiguous of the four and perhaps may be used as a way of justifying pay differentials based on factors such as market value.

State Laws and District Evaluations

It is important to know that not all movement toward pay equity is taking place on a federal level. By 1982, 39 states had passed laws on equal pay. Nearly half have gone beyond the "equal work" concept and have language calling for **equal pay for work of "comparable worth."** (Cook, p. 2)

Several states have done evaluations of state government jobs with pay equity being a part of union contracts for state employees. However, until recently these contracts and evaluations excluded those involved in public education.

A number of school districts, over 20 in California alone, have conducted and implemented pay equity studies. Most districts have limited these studies and salary adjustments to classified employees. However, Tucson, Arizona, is currently conducting a study comparing teacher's positions as a class with "comparable" professions in the outside community, and the Iowa State Education Association is currently developing a program to evaluate school district support staff with the intent of eventually evaluating K-12 teaching positions.

Over the next few years, the attention of states and school districts will undoubtedly be focused on the state of Minnesota which has just passed the **Minnesota Local Government Pay Equity Law of 1984** (Chap. 651). This law applies to political subdivisions within the state including local school districts. This means that Minnesota school districts will be evaluating all jobs within their district including those of teachers. It is expected that through this process, a great deal of information will be gathered which will be of value in implementing pay equity legislation elsewhere.

Next Steps

Some feel that since the legislative wheels tend to grind slowly, the best way to approach pay equity issues is through union arbitration. Certainly there has been some success with this approach with government units and private industry. However, for many workers, the union contract is not applicable and certainly the complex nature of pay equity would warrant more than one approach.

At the 1981 California hearings on comparable worth the following approach was urged.

> "It is apparent that one approach is not enough. Comparable worth must be pursued along several lines simultaneously; in **legislation,** in improved **regulation** and enforcement under existing law, in **collective bargaining,** in **public education,** and in **research.**" (p. 17)

That there is still so much to be done on this issue when corrective legislation was passed twenty years ago raises serious questions. Representative Geraldine Ferraro (NY) got to the heart of the issue when she said,

> "It seems blatantly discriminatory in view of the enactment of the Civil Rights Act and the Equal Pay Act, that we are finding cases being settled today in the courts in which sex discrimination is still very, very blatant." (1982 House Hearings, p. 598)

What this points out is that, as with other equity issues, the elimination of sex-based wage discrimination requires more than the law. It requires commitment and diligence on the part of many to right this most basic and pervasive wrong.

— Jacquie Terpstra

They've Done IT. YOU Can Do It Too.

To get a brief look at how a comparable worth study may be carried out in a school district, CSES had informal telephone conversations with about two dozen personnel directors, equity specialists, union negotiators, school employees, and consultants who have participated in, or are currently carrying out a school district comparable worth study. All districts looked at only classified, or noncertificated staff, though some included central office managers in their studies. Most, though not all, of the districts are in California. Although no scientific sampling criteria were developed, the districts questioned range in size from less than 5,000 students to more than 25,000 students and have widely differing levels of expenditure. Here is a synopsis of the comments and advice we obtained from their generosity.

Fremont Unified School District lies in the heart of Silicon Valley where one might think school budgets are booming. Unfortunately, the high cost of housing has brought with it declining enrollments, and with California's Proposition 13 financing, that means less money to the schools. Even with less money Fremont Unified decided to carry out and implement a comparable worth study. "Our superintendent saw it as important," said the chairperson of their comparable worth committee. "We also had an Assemblyman and a State Senator who were committed to the issue."

Most other school personnel who were interviewed agreed. The support of the superintendent or a board member was essential in the successful completion of a study. That person kept the momentum going and assured the allocation of funds for implementation. She or he often served on the advisory committee. This person's attitude toward comparable worth was seen by school staff as much more important than that of the personnel director or business manager, who, in some districts, was not initially in favor of a study.

What the study was called was also an important issue. "The term comparable worth is too hot," said one Title IX Coordinator. Many districts opted for more neutral titles such as Internal Equity Study, and Salary Evaluation Project. With all noncertificated jobs being evaluated, there was no need to mention the gender of incumbents. Job complexity could be related to pay scale, and salaries set accordingly. All respondents agreed, however, that the net result was an increase in the salary scale of some, but not all female-dominated job classes.

School districts that reported greatest satisfaction with their studies and implementation had several factors in common. Most had gender-balanced advisory committees of 10-20 employees who represented the job classes to be studied. The committee was given authority to recommend a consultant and evaluation tool. They were assured a stated amount of implementation money and in some districts were given the function of an appeals board in the designation of points for jobs.

Hiring a Consultant

Successful consultants appeared to be those who were willing to explain the evaluation criteria openly and in a manner that the employees could understand, who could build a fair hearing process, and who presented a reasonable bid for their services. Fair evaluation tools took into account criteria that the school district as a whole deemed important.

Some districts devised their own tool, others adapted categories and weighting factors from existing job evaluation models. A multiple regression model for establishing factor weights was seen as an asset. All respondents mentioned the need for accurate job descriptions that reflect current job expectations. "It's important to rate the job and not the person," said one advisory committee chair. "Reorganization, new technology, and new policy changed our job descriptions substantially in just three years." Some of the surprises noted were the decrease in physical effort and environmental hazards in many janitorial jobs, the increased decision making functions of many administrative assistants, and the high level of accountability of instructional aides, when the value of equipment and human resources they are responsible for was measured.

The assignment of points to jobs was made by the consultant, by vote or by consensus of the advisory committee. Although time consuming, some respondents strongly recommended disseminating information about this process to all employees through job-group meetings or district-wide publicity. They saw this strategy as preventing later discord over evaluation results. Others assigned jobs fairly quickly with no strongly adverse reactions. One union person recommended scales with higher numbers, 1-1000 rather than 1-100, so that people did not feel they were quibbling over one point differences.

Setting Salary Scales

The correlation of job difficulty to salary was carried out in a variety of ways. Although all school districts selected "benchmark" positions that were compared in salary to other nearby districts, the number of benchmark positions and their placement varied significantly. Some schools chose only the salary of one or two entry level jobs and designated percentage increments above that. More frequently districts chose benchmarks at the high, middle and low ranges of several predominantly male and predominantly female job classes and computed a correlation factor. The number, level, and category of jobs selected, as well as the districts chosen for comparison greatly influenced the effect of labor market rates on the outcome of the comparable worth study. The mistrust of statistics that arises at this stage in the study can be prevented, said one school employee, by having at least one person on the advisory committee who is seen as an advocate for employees and is trained in statistical analysis. This could be the testing coordinator, a math teacher, or a research evaluator.

With job categories correlated to salaries, the school district then has the difficult, but not insurmountable task of developing an implementation plan. In most states, this plan must be accepted by the unions through collective bargaining. In all the schools surveyed, management and unions agreed to raise underpaid salaries without lowering higher paid ones. Most districts allowed for uniform cost-of-living increases in addition to the comparable worth increases, so that everyone's salary increased a little. Some districts developed three or five year phase-in procedures, though later phases sometimes fell victim to hard times or changes in commitment. One district averaged comparable worth rate with labor market rate to keep implementation within the budgeted limit.

Costs

Although we did not have accurate figures from all districts, average expenditure for implementation appeared to be about a 3-6% increase in payroll costs. This money came from greater efficiency in other areas, increased state money, or in the case of school districts outside California, higher school tax levies.

"One possible long-range effect could be a reduction in staff," cautioned one school administrator, "but we view internal equity as more important than the size of our workforce." The study itself cost between $10,000 and $30,000, depending mostly on the size of the school district, and took an average of one year to complete. Some districts dispensed with the cost of a consultant, developing a scale and evaluating jobs in-house. In general their studies took longer to complete.

Practical advice for school administrators from our comparable worth veterans included:

— Don't do a comparable worth survey unless you have allocated budget to implement it.

- Keep all employee groups and your community informed and active in the process. You'll need their help later on.
- Implement your comparable worth study before you are faced with a court case.

Overall response to the studies was favorable. Most districts mentioned improved morale and better labor union relations, even when up to five unions were involved in the negotiations. One district did report greater polarization between white collar and blue collar workers, since the former had fared better than the latter in their study. We could see no consistent trend in which jobs gained the most, although female dominated positions were always among the gainers. Many schools also reported salary increases in some male dominated jobs. No district reported a strike as a result of the study or implementation, nor had any district we spoke to been taken to court.

Preliminary reports of a survey conducted by the California School Employees Association matching comparable worth districts to non-comparable worth districts of similar size and expenditure level show that comparable worth districts do indeed have higher pay scales in female dominated job classes, and can retain those more equitable profiles even ten years after comparable worth implementation. So it appears that when a comparable worth study is carried out in a serious manner by a school district, the outcome can lead to greater pay equity in employment.

— Eleanor Linn

MINNESOTA H.F. No. 1766, 1984 (excerpts)

Every political subdivision shall use a job evaluation system in order to determine the comparable work value. The political subdivision may use the system of some other public employer in the state. Each political subdivision shall meet and confer with the exclusive representatives of their employees on the development or selection of a job evaluation system.

Every political subdivision shall submit a report containing the results of the job evaluation system to the exclusive representatives of their employees to be used by both parties in contract negotiations. At a minimum, the report to each exclusive representative shall identify the female-dominated classes in the political subdivision for which compensation inequity exists, based on the comparable work value, and all data not on individuals used to support these findings.

Every political subdivision shall report to the commissioner of employee relations by October 1, 1985, on its plan for implementation.

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Comparable Worth - Myths & Facts

"In some societies, men fish and women weave. And in other societies, men weave and women fish. But regardless, women's work is always held in less esteem." - Margaret Mead.

There are many myths about the concept of comparable worth, some of which, in fact, often seem to be based upon Margaret Mead's quote. Since interest in comparable worth has intensified over the past few years, myths about the concept have increased also. Here are a few of the most common myths which have arisen and facts which may dispel them.

Myth - Since the 1963 Equal Pay Act has been implemented successfully, comparable worth studies and activities are not really necessary.

Fact - The Equal Pay Act is limited to equal pay for substantially equal work; however it does not require that jobs of comparable worth be paid in the same manner. Yet, the implementation of this Act has taken care of a lot of the latent forms of women being paid less for doing the same job as a man. Nonetheless, more subtle forms of discrimination are often shown. Most litigation to obtain pay equity between jobs of comparable value has been filed under Title VII of the 1964 Civil Rights Act which is seen as having a broader position than the Equal Pay Act. For example, a well known national corporation always paid entry level professionals a salary based on what they earned in their previous jobs. If men on the whole were paid more than women, then it followed that men coming into this company would be paid more than women. This more subtle form of discrimination is probably somewhere between the Equal Pay Act and comparable worth. (Note: A woman sued this company under Title VII of the 1964 Civil Rights Act for sex discrimination and won her case.)

Myth - Comparable worth means that the law of supply and demand will be tampered with or altered. The concept is, therefore, unworkable.

Fact - Labor market rates never have been the sole criterion in establishing compensation. Rather, other factors, such as qualifications, seniority, collective bargaining, merit pay, minimum wage and licensing also affect supply and demand.

Myth - Dissimilar jobs cannot be compared for the purpose of deciding salaries. It is the same as facing the impossible task of comparing apples with oranges.

Fact - Indeed, comparing dissimilar jobs for the purpose of establishing salaries has been done by employers for decades. Approximately 45 years ago job evaluation systems were developed first to evaluate managerial jobs and set up a method of ranking jobs according to their importance to employers. Through the Department of Labor in its **Dictionary of Occupational Titles**, the federal government also ranks and evaluates dissimilar jobs in order to establish salaries. Although there is no one method for describing jobs whose tasks and characteristics may be comparable, this Dictionary has been used for years to compare dissimilar jobs and demonstrates that factors of agreed upon value can be measured.

Myth - Women are paid less because they are less educated, not because their skills or jobs are undervalued.

Fact - Today men and women are educated almost equally—approximately 12.7 years in each case; however, women get far less pay for their education than do men. Thus education (or lack of it) does not explain the wage gap. In 1980 the federal government estimated that full time year-round women employees earned 63¢ for every dollar earned by men. Women in state and local governments earned 71¢ for each dollar earned by their male counterparts, and those in the private sector earned only 56¢. Black and Hispanic women, on the whole, are paid even less for similar levels of education.

Myth - Women are paid less because they spend fewer years in the work force than do men.

Fact - Today women in the work force will spend an average of twenty-four years employed in paid labor, only four years less than their male counterparts. Thus, pay differences in entry level work and for equal numbers of years of experience are not explained by this factor.

Myth - Increasing women's salaries to make them comparable to those of men would lead to inflation, bankruptcy, or economic chaos.

Fact - In Minnesota, where a study of this argument was made under the aegis of the Minnesota Legislature, it was found that increases for comparable worth only would amount to between two and four percent of the total budgeted for salaries. Further, the Council on Economic Status of Women in Minnesota researched the cost of litigation against comparable worth reforms within the Minnesota State University system. It found that the litigation cost was more than the amount needed to raise women's salaries at the university so that they would be comparable to men's wages. Many opponents of comparable worth overestimate the cost in order to make the issue appear unfeasible.

Myth - The comparable worth issue really does not pose a problem for public school employees because their unions negotiate labor contracts for them.

Fact - Often negotiated union agreements are not equitable with respect to employee compensation, but the contract, no matter how flawed, is agreed upon bilaterally between the union and the employee. However, there are numerous employees not represented by a union — especially central administration employees —whose benefits and wages are set by the school board or some other body. Should these persons' benefits and wages prove to be inadequate by comparable worth standards, a lawsuit might result in order to correct the inequities which might be present. Further, union members may begin to examine their salaries by comparable worth standards and if they are not up to par, members will begin to question the way their unions are serving them and choose bargaining agents accordingly.

Myth - Many school systems think they can sidestep the comparable worth issue if they compare their job classifications for non-union staff with state personnel boards' classifications.

Fact - Using state personnel boards' classifications is not the answer since the state may not have examined jobs across job classes. Many states have been shown to have a 20 percent or more variation between male/female state jobs compensations, even when such classifications are detailed and elaborate.

Myth - Comparable worth immediately deals with the issue of equal pay.

Fact - Comparable worth only establishes the level of complexity of tasks being performed for an employer, and compares these levels to salary ranges. It does not claim that all jobs are equal, nor does it abolish seniority increases within pay ranges.

Myth - If a comparable worth study is implemented, an employer will have to spend all the available budget for raises on affected job titles. Therefore, it will not have sufficient money for raises for those persons in the workplace whose jobs are not affected directly.

Fact - An employer may implement a comparable worth study over a period of time. If it is accepted in collective bargaining, a percentage of funds may be designated both for cost of living raises and for comparable worth implementation. All employees also would be eligible for seniority increases within their current job range.

Myth - If comparable worth policies are enacted there will not be any persons to perform certain traditional low-paying jobs, such as secretarial work, because everyone will be trying to move up into higher paying job areas.

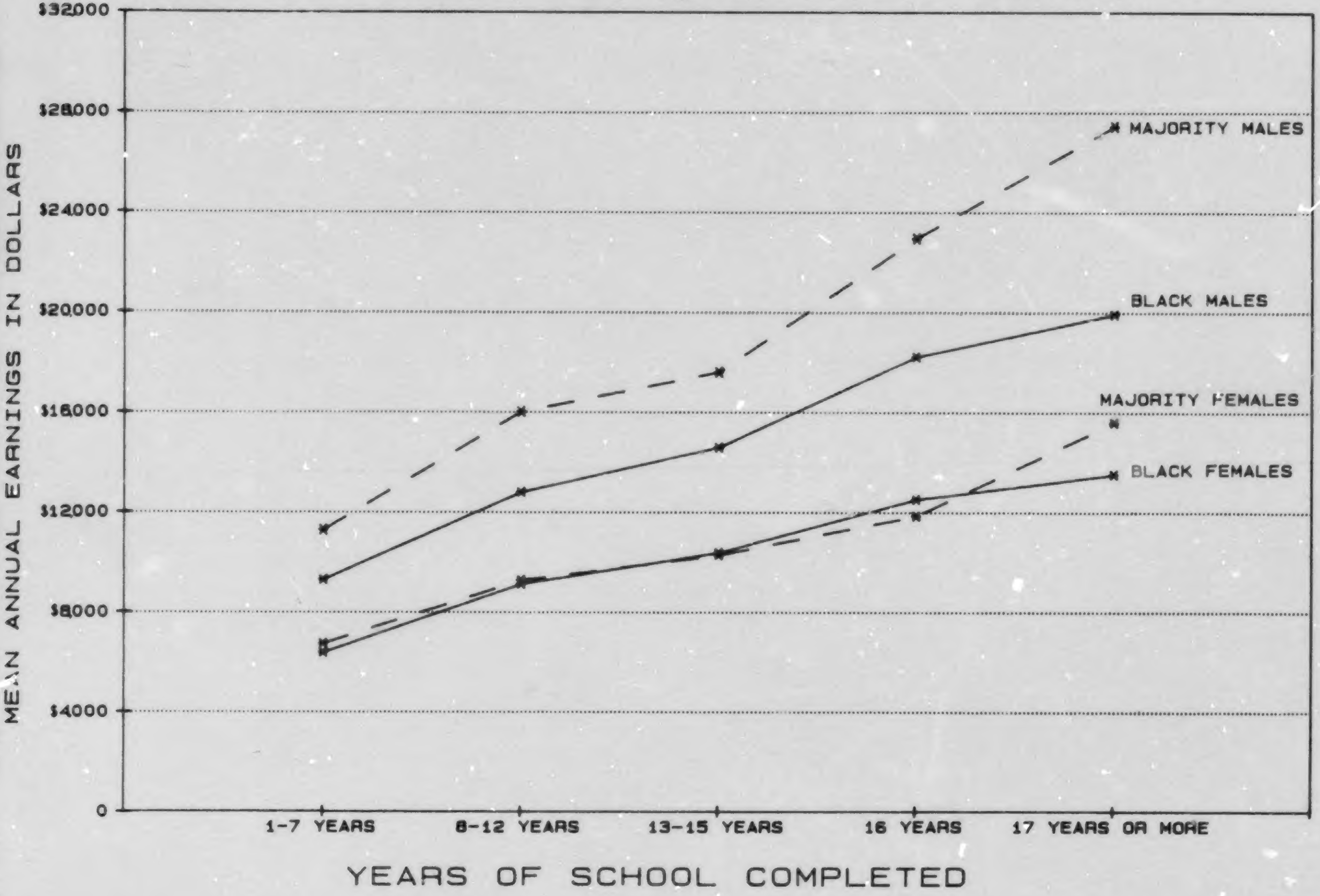
Fact - Since a policy of comparable worth is for the purpose of encouraging a more equal measure of comparing jobs according to tasks performed, it encourages job equality and pay equity. As such, jobs which are considered now as low paying would be salaried on a more comparable basis and thus persons would be encouraged to enter into these job areas.

— Iva A. Smith

Comparable Worth Simulation Activity Available

A simulation activity has been developed by CSES staff member Marta Larson to provide school district personnel with a method for learning the process for administering a Comparable Worth study. The activity contains a simulated school district, complete with actual job descriptions, an organizational chart, and a salary schedule. Participants are provided with a job evaluation form (designed by the California School Employees Association) and directions to complete evaluations on all positions in the "district." Participants learn how job evaluations are administered, and will experience the types of issues that arise during the job evaluation phase of a Comparable Worth study. Following the job evaluation activity, participants create "before and after" pictures of salaries in the "district," and will develop a plan for implementation of any needed pay adjustments. Results of job evaluation ratings obtained with this simulation by past participants are provided, to serve as a basis for comparison. This simulation is most suitable for use during a full day workshop, and will serve as a training process preparatory to planning an actual Comparable Worth study within a school district. Copies of the simulation activity, prepared as a facilitator's manual, are available by writing to CSES. CSES staff members are also available to present this simulation for requesting districts.

Mean Earnings by Years of School Completed, 1978



Source: US Bureau of Census, 1980: Table 51.

Could You Have a Comparable Worth Problem In Your District?

This checklist has been developed to assist school districts in assessing the probability that their salary administration practices may be vulnerable to complaints about Comparable Worth. The checklist is not intended to be a complete assessment of pay equity, but is expected to provide a "quick assessment" of the results of salary administration policies, procedures, and practices.

After reading each question, decide upon the answer that most closely represents the situation in your school district. Determine your total score and then turn to page 20 to see both how your district rates and where you might start planning change.

1. **Do you have accurate, up-to-date job descriptions for each job title in your district?**

5 points	if you have completed this process within the past year, and/or if you have a plan for routinely re-evaluating and updating all job descriptions in your district on a regular basis.
3 points	if over half of your job descriptions are up-to-date or undergoing re-evaluation and revision currently.
1 point	if you do not have job descriptions for all of the job titles in your district, or if over 50% of them are more than 3 years old.

2. **Do you have any job titles where the workers are predominantly of one gender?**

5 points	if you have a few job titles where this is the case, and have made strong efforts to encourage persons of the non-majority gender to apply for these positions.
3 points	if between 25% and 50% of the job titles in your district contain a majority of workers of one gender.
1 point	if over 50% of the job titles in your district contain a majority of workers of one gender.

3. **Has the issue of Comparable Worth ever been raised at the bargaining table in your district?**

5 points	if the issue was raised at the bargaining table, and a mutually agreed upon plan has been developed for studying the problem.
3 points	if the issue was raised at the bargaining table, but it was dropped as a trade-off on another issue that seemed to hold greater importance, or if the issue has never been raised at the bargaining table.
1 point	if the issue was raised at the bargaining table, but was never dealt with as a serious proposal.

4. **Does your district use a job evaluation approach to developing new positions, setting salaries, or ranking positions within the hierarchy of command?**

5 points	if your district routinely uses the job evaluation approach for all positions in the district, and the evaluation for each position is no more than 3 years old.
3 points	if your district is in the process of setting up a system to do so, or has done job evaluations for some positions, or the evaluations for many of the positions are over 3 years old.
1 point	if your district has never used the job evaluation approach.

5. **Does your district set salaries for all job families in the same way?**

5 points if your district uses the same procedure for setting salaries for all job families (i.e., administrative, food service, teaching, maintenance, transportation, etc.).

3 points if your district uses the same procedure for setting salaries for most job families.

1 point if your district sets salaries for individual job families without regard to the manner in which salaries are set for other job families in the district.

6. **Does your district set salaries and bargain for salary increases solely on the basis of market place surveying?**

5 points if your district uses a combination of market place surveying, job evaluation, internal comparison, and negotiations for salary setting and salary increases.

3 points if your district sets salaries based primarily on market place surveying and negotiations, and occasionally considers the internal equity situation.

1 point if your district negotiates based solely on market place surveying and never considers internal equity.

7. **Does your district compare salaries across job families?**

5 points if your district routinely uses the data generated by job evaluation techniques to compare salaries across job families.

3 points if your district uses the data generated by job evaluation techniques to compare salaries within job families.

1 point if your district does not compare salaries either within job families or across job families or tries to do this by the "eyeball method".

8. **How are employees scattered throughout the pay grades in your district? Are there noticeable patterns related to gender?**

5 points if there is an even mix of males and females throughout all levels of pay grades.

3 points if there is generally an even mix, with a few pockets of concentration of one gender.

1 point if males are generally clustered in the top pay grades, and females are generally clustered in the bottom pay grades.

9. **Is your Equity Committee/Title IX Committee considering the Comparable Worth issue?**

5 points if your Equity Committee is currently working on a project related to Comparable Worth, or has implemented a Comparable Worth study.

3 points if your Equity Committee has studied Comparable Worth, and either decided that it was "too hot to handle" or was pressured to drop the issue.

1 point if you have no Equity/Title IX Committee, or if the issue has never been studied by your Committee, or if an ad hoc group of employees has formed a committee and is studying the issue.

10. **What is the employee satisfaction climate around the salary issue in your district?**

5 points — if employees seem to generally feel that salaries are set equitably, and less than 5% of employee questions, complaints or grievances address pay equity issues.

3 points — if employees seem to have some concerns about the methods for setting salaries, classifying positions, and awarding raises, and between 6% and 15% of employee questions, complaints or grievances address pay equity issues.

1 point — if employees seem highly concerned about the methods for setting salaries, awarding raises, and classifying positions, and more than 15% of employee questions, complaints or grievances address pay equity issues OR if you either have no grievance procedure or your current grievance procedure contains no provision for filing pay equity grievances.

11. **Does your district plan to consider a Comparable Worth study only if forced to do so by litigation?**

5 points — if your district is working on a goal-oriented plan for implementing a Comparable Worth study, or has already completed a study.

3 points — if your district is researching the issue, but has made no firm plans for developing a plan to implement a study.

1 point — if your district is waiting to see if anyone will force the issue before proceeding.

SCORING THE CHECKLIST:

41 - 55 points — Congratulations. Your school district is making excellent progress toward pay equity and is unlikely to sustain complaints.

28 - 40 points — Although you have generally achieved pay equity, there are a few areas that should be carefully examined, and a plan developed to remedy the inequities.

14 - 27 points — Although you have some distance to go to improve pay equity, your district has at least achieved awareness of the concept of Comparable Worth. This is an important first step. If your district has not already initiated efforts to develop a plan for a Comparable Worth study, consider doing so at this time. Begin by forming a planning committee which is representative of all major groups within the district and by charging the committee with developing specific, time-oriented goals for the completion of the project.

0 - 13 points — It is necessary for your district to begin examining this issue from the standpoint of liability, and to assess basic levels of awarensss. It would be advisable to begin with district policy issues, and to work up to general awareness of the issue within the district. Set a specific goal for completion of the first phase of the effort. Consider obtaining some support or assistance from an outside agency such as CSES.

— Marta Larson

Steps to Pay Equity: How to Implement a Comparable Worth Study in Your District

If your district is considering implementing a Comparable Worth study, there are a number of steps to follow to assure that the study is as equitable and complete as possible. These steps are outlined in this article, with some elaboration of basic points. Please refer to the bibliography for references that will provide more comprehensive details about each step.

When beginning to consider the topic of Comparable Worth, the first step (assuming a basic knowledge of the issue) is to gather data to support the need for a pay equity study. The first source for this data should be the district payroll records for a complete picture of the current pay equity situation in the district. In addition, a survey should be undertaken in which other districts are questioned, and their pay rates compared to similar positions in your district. In particular, one should choose districts with comparable enrollment totals, comparable physical settings, comparable per pupil expenditures, and a comparable labor market. Graphic displays should be prepared showing the current scheme of pay rates in the district and the relationship between pay rates, position titles and job families.

Either following or coinciding with the data collection effort, it is critical that the support and backing of the district administration and Board of Education be obtained. It is especially critical that a commitment for change be agreed upon, with a specific commitment for implementation attached to a dollar amount. Necessary support, in addition to that of the district administrators, includes the support of various groups in the district that may have the power to assist, block, or disrupt the pay equity study, including both unions and nonunionized groups, women's groups, community groups, and administrators' groups. If the district has been considering any sort of organizational changes, this would be a good time to implement those changes, and update the organizational structure of the district.

Once the support of top administration has been obtained, it will be necessary to announce the program to district employees, beginning with supervisory staff. Announcement of the program will be most effective if it is conducted during meetings in which employees have an opportunity to learn about what is planned and to ask questions. All employees should be provided with additional reading material reinforcing the information that is presented during the meetings. Care should be taken to cover the following points:

1. Who will be in charge of the Comparable Worth study (or will coordinate it), and how employees might contact that person if they should have additional questions, concerns, or a need for further information.
2. The need, reasons and purpose for the Comparable Worth study.
3. Communication channels, and guidelines for information releases.
4. Time should be taken to dispel employee fears that layoffs or pay cuts will result from the study. In addition, myths about Comparable Worth should be debunked, and all questions should be answered.

The informational meetings for employees should include the announcement that an advisory committee will be formed to guide the process. This committee should be formed with care, with considerable effort expended to obtain a race and gender balanced committee that is representative of all levels of district staff, including persons from each geographic area of the district, each building, various grade levels, each job family, union employees, and non-union employees. Committee members may be volunteers or recruits. When forming the committee it is essential that consideration be given to employees that may represent more than one constituent group, as it is generally agreed that the committee should be kept as small as is practically possible. The committee members should be advised that they are serving on the committee to answer questions from the constituencies they represent, as well as representing their constituencies' point of view.

The committee should be given a charge that defines their task as including the following points:

1. Define or reaffirm the purpose of the study.
2. Establish the scope of the study. A decision will have to be made as to whether to hire a consultant, and the committee should have the authority to make that recommendation.
3. Develop and publicize a calendar of events, including a timeline for expecting various decisions, reports, and recommendations to be completed, and disseminated to staff.
4. Develop criteria for the study.
5. Establish rules for evaluating jobs, and select an evaluation tool.
6. Weight factors, define levels within factors, and set up point scores for evaluation.
7. Select job characteristics or factors against which the various jobs will be compared or evaluated.
8. Select benchmarks.

It should be made clear that the committee has the ultimate responsibility for these tasks, whether or not a consultant is hired. If a consultant is hired, the committee should expect to have input into the consultant's activities, so that the study is as relevant as possible to the particular district.

Following the decisions and activities listed above, a sequence of events that compose the actual administration of the comparable worth study should be initiated, as listed below.

1. Gather and review district job descriptions.
2. Choose and prepare job questionnaire and job analysis.
3. Administer job questionnaire.
4. Conduct interviews with employees completing questionnaire.
5. Rewrite job descriptions, and disseminate for review by committee and other constituent groups.
6. Evaluate jobs, assign point values, and write job-rating specifications.
7. Establish pay scale correlation factor, and slot jobs in pay grades. Make a decision regarding how to handle jobs that represent anomalies in the system.
8. Study and recommend a procedure for monitoring and modification of the study over the next few years. Included should be a procedure for re-evaluating present jobs within a given period of time, a procedure for slotting new jobs, and a recommendation for the date on which the study should be re-done.
9. Prepare an estimated cost analysis, and develop a suggested timeline for implementation of pay changes.
10. Have each member of the management team review the results of the study as it pertains to their area. All of their concerns should be considered, and responded to.
11. Make preliminary reports of the study available to employees prior to recommendation for final action. Each employee should have the right to appeal recommendations that relate to them personally.
12. Present recommendations to the Superintendent, Board of Education and union officials for final approval.
13. Implement the recommendations as approved.

Many people assume that once the initial Comparable Worth study is completed, that it is no longer necessary to consider the issue. On the contrary, since a school district is constantly changing, continual vigilance is necessary to avoid eroding the newly developed pay structure. This is one of the most powerful arguments for conducting a comprehensive pay equity study, utilizing the steps outlined above, rather than doing what is referred to as a "quick and dirty" study. A properly completed, comprehensive Comparable Worth study will include provisions for continual monitoring of the system, and will establish policies and procedures for maintaining the equitable pay structure developed during the process.

— **Marta Larson**

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National Committee on Pay Equity, 1201 16th Street, NW, Suite 422, Washington DC 20036, (202) 822-7304. Publishes resource manual and newsletter updating laws and cases. Free brochure. Membership: Individuals $15.00, Organizations $100.00.

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Currently working on Pay Equity Study of Ohio State Agencies. Evaluation recommendations available May 1985.

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Lansing, MI 48909
(517) 373-9475

Pilot state employment study and information on other efforts within the state.

MN Minnesota Council on the Economic Status of Women
400 SW State Office Building
St. Paul, MN 55155
(612) 296-8590

Legislative advisory committee that oversees Task Force on Pay Equity.

Bonnie Watkins, Pay Equity Coordinator
Minnesota Department of Employee Relations
444 Lafayette Road
St. Paul, MN 55101
(612) 296-2796 in MN (800) 652-9747

Two excellent guidebooks on how to do an evaluation, one general and one for school districts. Clear instructions on drawing salary lines, pros and cons of various methods of evaluation. Free.

Minnesota School Board Association
116 South 3rd Street
St. Peter, MN 56082
(612) 333-8577

Currently developing two model evaluations for school districts. Bulletin and training information available.

WI Dennis Dresang
Task Force on Comparable Worth
LaFollette Institute
322 North Hall
University of Wisconsin
Madison, WI 53706
(608) 263-2693

Focus is currently on state employment, but some findings are applicable to schools. Evaluation tool available in March 1985 will include human relations factors, weighting of factors by multiple regression, and internal validity and reliability. **For What It's Worth** newsletter on Task Force activities.

The National Coalition for Sex Equity in Education (NCSEE) is having its sixth annual meeting July 21-26, 1985 in Williams Bay, Wisconsin. This is the first time that the national conference will be in the Great Lakes states. CSES staff and other active sex equity educators are planning this event. Please write to us if you would like to make a presentation, have suggestions for the program, or want registration information when it is available.

Contact: NCSEE Conference Committee
c/o CSES
SEB 1042
University of Michigan
Ann Arbor, MI 48109-1259
(313) 763-9910

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CSES Drama Bank A collection of materials and activities utilizing drama to convey equity issues.

Handbook of Activities to Combat Sexism in Education

"Remember the Ladies!" A Handbook of Women in American History

Title IX Line issue on Sexual Harassment

Title IX Line issue on Women in Administration

Title IX Line issue on Vocational Education

Title IX Line issue on Women's History

Title IX Line issue on Women and Sports

Who's Hurt and Who's Liable: A Curriculum Guide for School Personnel on Sexual Harassment

Women's History Week Lesson Plans, 1983

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If you would like to know more about our services, please write or call:

Charles D. Moody, Sr., Director
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1046 School of Education
University of Michigan
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(313) 763-9910

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Center for Sex Equity in Schools

Vol. V, No. 2. Spring/Summer 1985

Women in Literature: Historical Images of Work

FROM THE DESK OF THE DIRECTOR

Charles D. Moody, Sr.

Last year, CSES produced issues of this newsletter on Women and Work, and Women in Administration. This year, an issue was published on Comparable Worth. Our rationale for doing these issues as well as this special edition, **Women in Literature: Historical Images of Work** is to help us understand that when we value work done by women, the work done by women will have more value.

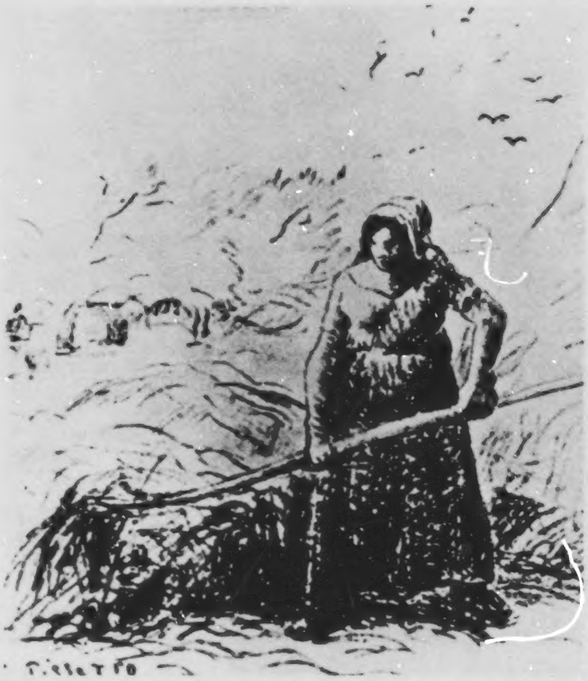
Work has many definitions depending on the period in history and the social class and culture of the participants. It also depends on the culture and economic level of the organization in which the work is being carried out. For years, work in the home was not viewed as work. Discussions of "what is work" can lead to issues of philosophy, history, or psychology. This special edition may be useful as a trigger piece for staff development, problem identification, value clarification, and curriculum development sessions.

Last year's issue on Women and Work used primary sources and was aimed mostly at social studies classes. However, this year's excerpts come primarily from **American literature:** novels, short stories, memoirs and poetry. They can be used in **English** and **reading** classes as well as **social studies** and **career awareness** programs.

The excerpts found in this issue of **Title IX Line** were written mostly by women. All have female characters in active roles. The excerpts included were chosen from different periods, geographic areas, and cultural groups.

Like last year's issue, this edition has as its focus the facilitation of the development of analytic and problem solving skills. Based on my content analysis of various publications, the trend in education the teaching of higher order thinking skills is an important trend in

continued on p. 7



The Haymaker; by C. Pissarro, c. 1891

Title IX Line is a periodic publication of the Center for Sex Equity in Schools, a desegregation assistance center funded by the U.S. Department of Education pursuant to Title IV of the 1964 Civil Rights Act. The contents, however, do not necessarily reflect the position or policy of the Department of Education and no endorsement should be inferred.

Why Read the Literature of Women's Experience?

The power of literature is shown metaphorically in the story of the young child who tried sitting inside her favorite storybook in an attempt to enter more fully that world of enchantment. The many worlds of literature, often more vivid and intimate for us than the concrete world around us, though unreachable, can serve as symbols of the many possible realities of life. When we read and enter into a work of literature, we gain in our understanding of the scope of human experience. We see how different people live and how they deal with issues in their lives. We may say that literature gives us cognitive options to enrich our sense of the possible. It also gives us a vocabulary and set of meanings for defining our own experiences. It helps us place value on our lives. It helps us bring meaning to our experiences.

Human beings' most basic needs, after food and shelter, are love and work. Many works of literature address an individual's quest to fill these needs, but when we look at the school curriculum or the library shelf, we see certain aspects of these themes more heavily represented: the young person first venturing out in the world; the struggle of war; the romance; the inner journey. This traditional literature curriculum is probably a result of the values of its originators. Men and boys strike out on adventure, women and girls remain peripheral except for scenes of romance.

Les Bas Bleu, "The Bluestockings," detail; by Daumier, 1844

Many fine books come from the traditional curriculum, works we call universal. But can we say that **The Red Badge of Courage** or **Go Tell It On the Mountain** are universal stories in a world that forbids women from serving in combat and in the clergy of some denominations? No, they are meaningful stories that lead readers to empathize with the issues of their male protagonists. When we read these stories, we enlarge our view of the range of male options of experience and we help heighten the significance of these experiences in male lives.

Are we not obligated to give the same importance to female experience? Yes, we need to include books that describe women's perspectives of experience: the added restrictions of coming of age; the conflict between traditional female roles and personal satisfaction; the forced choices between relationships and ambition, meaningful work and childrearing. Books like **Jane Eyre** or **My Antonia** that tell of the female experience will give male and female readers wider views of the options of female experience, will lead males and females to greater empathy for female issues, and will heighten the meaning for males and females of female lives.

Equal importance of the male and female experience in the literature curriculum is unfortunately far from a reality. In 1972, Jean Mullen found eleven out of every twelve college reading selections were written by men.[1] Lenore Weitzman found males represented in eleven of every twelve Caldecott Medal Winning children's illustrations,[2] and a 1982 survey of English professors' list of American classics since 1941 included only one book by a woman.[3] Of course counting books written by women does not automatically give us an accurate view of the breadth of female experiences portrayed in the curriculum, but it may give us a rough idea of the value placed on female views of life.

Several objections to reading about women's experiences are frequently raised: that books about women are boring since nothing happens in them; that male classics will be lost; and that not enough books of the female experience are in print. The boring charge often indicates a person who values adventure over continuity, action over feelings. This is a worthy moral stance and personality construct, but not universal. This person needs to understand the importance of other people's reality. That person may also believe that all books by or about women are about inner experiences. This simply is not true, and is part of our interest in the literature of women and work. Neither should books by or about men be dropped. Classics with traditional female characters can be the starting point for discussion about how traditional women's roles and attitudes toward women have changed, whether the author's view was typical of the period, and how the author leads the reader to value some characters more than others. Students of both genders also need to see a wide range of male roles.

That books about women are less available is certainly true. It is one of our reasons for including excerpts and a bibliography in this publication. Many excellent works are now out of print, or are ignored. Some schools have done wonderful projects with unpublished materials.[4] Some books have been reprinted or are readily available.

The books that we cite in this publication will make useful additions to your reading lists and course offerings.

-- **Eleanor Linn**

Notes

1 Jean S. Mullen, "Women Writers in Freshman Textbooks," **College English** 34 (Oct. 1972): 79-84.

2 Lenore Weitzman, 1972. See bibliography, p. 35.

3 "Footnotes," **Chronicle of Higher Education** 25 (Sept. 29, 1982): 21.

4 See particularly Marianne Welchel, 1984 in the Course Outline section of the bibliography, p. 36.

SOME GENERAL STATEMENTS ABOUT THESE EXCERPTS.

Work has many definitions. It depends on the period in history, the social class and culture of the participants. It depends on personality and economic level of organization. Discussions of "what is work" can lead to issues of philosophy, history, or psychology. We have chosen to emphasize some of the most prevalent types of paid work that women have done in this country.

Work can be spiritually rewarding, demeaning, or ironically it can be both at the same time. We have tried to balance selections to portray experiences that neither idealize nor victimize women as a group. Maya Angelou's apt statement about the fun of life being in the struggle may be a good way of looking at this issue.

Why we chose excerpts. If you're teaching a class on literary form, you may want to use only complete works. Excerpts here give you more samples, they can be used more readily with different age students, and they can be used to supplement other works.

Does your Literature Program Address The Issue of Women and Work?

This checklist has been developed by the Center for Sex Equity in Schools to help school district personnel assess the extent to which they have addressed the issue of women and work in their literature curriculum. This checklist does not address other areas of sex bias in the English program such as the presence of literature about nurturing males, male/female interaction, childrearing decisions, differences in views on aging, or issues of sex fair language and usage.

After reading each question, decide which statement most closely represents the situation in your school. A larger and more accurately selected sample of books, reading lists and assignments will yield more accurate information about your district. When you have determined your total score, turn to page 5 to see how your district rates and what you can do toward fostering equity.

1. **What percentage of stories in your elementary reading series show women in active working roles? (Choose a sample of readers.)**
   5 points — if 80% or more of the stories have female characters who are actively engaged in roles other than homemaker, mother or princess.
   3 points — if 40%-80% of the stories have female characters in active roles, or if more than 20% of the stories have no female characters.
   0 points — if any of the stories portray a girl as being unable to do meaningful work, or if any of the stories praise a character for holding that point of view.

2. **What percentage of elementary supplementary stories show females in active roles?**
   5 points — if more than half the supplementary stories show females, or females and males in active roles.
   3 points — if fewer than half the supplementary books show females in active roles but efforts have been made to identify and order such books for the classroom.
   0 points — if fewer than half the supplementary books show females in active roles, most females are passive or helpers, or no effort has been made to find supplementary stories with active female characters.

3. **How noticeable are books about women in your school library?**
   5 points — if every month different biographies, novels, short stories and poetry by and about women are prominently displayed to attract students and teachers to read them.
   3 points — if special displays for events such as Women's History Week or Eleanor Roosevelt's Birthday attract students and teachers to some books on women and work.
   0 points — if book displays are confined to romances for girls and adventure stories for boys.

4. **What percentage of your secondary English required texts deal with the issue of women in active roles?**
   5 points — if at least half your required reading includes issues of women and work and these issues are discussed in class.
   3 points — if some of the texts mention women and work, but these issues are not brought up in class discussion.
   0 points — if required texts include more than two books with no female characters, only passive female characters, or negative images of females who try to be productive.

5. **How many books by women are on your free choice reading list for secondary students?**
   5 points — if 50% or more of the books are by women.
   3 points — if 25%-50% of the books are by women.
   0 points — if fewer than 25% of the books are by women.

6. **How frequently do your secondary examinations ask about the varied roles of women?**

5 points	if questions about the working roles of women can be found each year on literature exams and questions for book reports.
3 points	if questions about working women are found regularly in one unit or one class, but not generally in tests and book report questions.
0 points	if no test questions have been asked about the diverse roles of women, or if students have been criticized for including these issues in book reports.

7. **How much has the drama program fostered active female roles?**

5 points	if each year at least one school play has had an active female protagonist.
3 points	if at least two plays in the last four years have dealt with active female protagonists.
0 points	if the only female roles in recent school plays are romantic lead and helpmate.

8. **How much is literature by and about women integrated into the whole school curriculum?**

5 points	if the literature by and about women used in the Language Arts curriculum is coordinated with social studies and career awareness programs.
4 bonus points	if foreign language and ESL classes use literature portraying active women and coordinate their readings with social studies and career awareness programs.
3 points	if elective courses on women's literature or the literature of work are available to all students.
0 points	if students' only exposure to literature on women and work is what they come across themselves.

SCORING THE CHECKLIST

30 - 44 points	Your program gives students a broad opportunity to learn about the active role of women in literature. Please share your reading lists and assignments with other schools and with CSES.
20 - 29 points	You definitely have begun to expose students to images of women and work. Are your successes more in the elementary or secondary curriculum? Try expanding the program you already have begun.
10 - 19 points	Though you have taken some steps to avoid sex bias in your literature curriculum, you have more work to do. First decide whether your problems are more attributable to book selection or classroom use. Then start a program to meet those needs.
0 - 9 points	You need to look seriously at your textbook selection process, recommended book list and assignments in the literature area. Your book selection and staff development committees should be made aware of the problem, and charged with developing a plan for improvement. Consider asking for assistance from an outside organization such as CSES.

— Eleanor Linn

Tips for Success: Women and Work Literature Resources in the English Curriculum

1. Look for references to women and work in the texts and supplementary books you are now using. Point out these passages to students, explain needed background, and have students identify the author's point of view.

2. Collect excerpts from other books that show different female attitudes to the same work or contrasting work from the same period. Use these passages when discussing the assigned text.

3. Relate writing assignments to your discussion of different kinds of work, or how people find meaning in their lives through work. Students may explore their own experiences or interview family and community members about a specific type of work or the meaning of work in their lives.

4. Choose titles and excerpts that are appropriate for students' age and maturity. Younger students may be drawn more to stories of active children. Pick books accordingly. Novels, short stories, plays, biographies and poetry must be selected for readability and level of understanding. Letters and diaries are often easier to read as they are in more conversational style.

5. Emphasize the varied aspects of women's work roles. Students whose mothers and grandmothers have known the exhaustion of hard physical labor may need to discuss the dignity found in this type of work or of other tasks women have performed to produce satisfying work. Alice Walker's "In Search of Our Mothers' Gardens" is a wonderful vehicle for discussing this issue. Students whose mothers and grandmothers have known the despair of having limited productive roles may need to discuss limitations of options and ways that these women sought to find satisfaction. All students should develop an appreciation of the differing aspects of work for different people and an understanding of how work needs to be valued in order to be satisfying.

6. Offer an elective course or plan a special unit on the literature of work. Include examples of female and male experiences. Select a wide range of literary genres, attitudes, social, ethnic and racial backgrounds.

7. Encourage students to identify with a given character, and especially encourage males to develop empathy for female characters. Use frequent questions such as "How would you feel if you were ____?" or "What do you think _____ should do next?"

8. Coordinate your literature efforts with a social studies teacher. Encourage students to read and write about women and work in the period they are currently studying. Seek out and assign books that relate to women's work roles in that period, or that show changes in the type of work being studied in social studies.

9. Encourage students to chose books by women or about women's work roles for book reports, free reading and special projects.

10. Read other literature about women and work and relate the author's outlook to your own experience about the meaning of work for you.

Historical Images of Women and Work
An Introduction

We have devoted the remainder of this **Title IX Line** issue to descriptions of the working lives of women. Traditional historical sources have largely ignored the experiences of working women. We have turned to literature to find graphic depictions of women performing the mundane, unusual, monotonous, and exciting tasks that constitute daily life for most women. The study of the literature of women and work gives students the continued message that women have always worked and plants the expectation that young women growing up today will also work. It provides students with female role models of individuals struggling with a wide range of types of work and work-related problems. It also helps students develop empathy for female perspectives of the work experience and raises the female experience to the so-called universal. Further it helps students see options and consequences of work decisions that may affect their lives and gives authenticity to their own conflicts around work. Finally, it opens the option for a wider group of students to have a literary voice and be part of an inspired tradition.

These excerpts have been edited from novels, memoirs, letters, diaries, poetry, and short stories to provide examples of how women's work has changed through our history. As most of these excerpts come from women authors, this section also serves as an introduction to the rich, extensive body of work that is women's literature. It is our hope that these excerpts will find their way into history and literature classes, and will be adapted to many uses with students. Hopefully, they also will encourage readers to examine the complete works excerpted here.

The date following the work's title indicates the copyright date. A complete citation for each work can be found in the bibliography that follows the excerpts.

continued from p. 1

current education.

These curriculum materials can be used directly by teachers or can lead them to seek out those works to read in their entirety. They can be done as a unit, or interspersed with other related readings. Most of the works cited are readily available.

We chose to use excerpts because they give more samples, they can be used more readily with students of different ages or grades, and they can be used to supplement other works. Some excerpts are heavily edited. Ellipsis points have been omitted to make the excerpts more accessible to young readers.

Since work can be spiritually rewarding, demeaning, or, ironically, both at the same time, we have tried to balance selections to portray experiences that neither idealize nor victimize women as a group.

If you have any questions about this issue, feel free to contact Eleanor Linn, Associate Director of CSES. We hope that you will use this material as extensively as you have our other publications in the past. We appreciate your using them as well as referring their use to your colleagues. Thanks! ■

Mountain Wolf Woman

In 1957, 75-year old Mountain Wolf Woman recalled the details of her life for Dr. Lurie, the adopted white daughter of one of her brothers. Her story covers the Winnebagos' transition from traditional life as hunter-gatherers, through acculturation to modern American culture. This transcription of her account is fascinating reading due to the many interesting details she includes and because of her witty storytelling style.

The excerpt that follows describes the typical ways in which the Winnebago collected and prepared their provisions, a primary of all tribe members. She and other Winnebago homesteaded in their original territory of western Wisconsin and Illinois.

— Tasha Lebow

Mountain Wolf Woman (Speltz Studio)

In March we usually travelled to the Mississippi River close to La Crosse [Wisconsin], sometimes even across the river, and then we returned again in the last part of May. We used to live at a place on the edge of the Mississippi called Caved In Breast's Grave. My father, brother-in-law and brothers used to trap there for muskrats. When they killed the muskrats my mother used to save the bodies and hang them up there in great numbers. When there were a lot of muskrats then they used to roast them on a rack. They cooked a great amount of muskrats.--When they were cooled, the women packed them together and stored them for summer use.

In the spring when my father went trapping on the Mississippi and the weather became very pleasant my sister once said, "It is here that they dig yellow water lily roots." So, we all went out, my mother and sisters and everybody. When we got to a slough where the water lilies were very dense, they took off their shoes, put on old dresses and went wading into the water. They used their feet to hunt for the roots. They dug them out with their feet and then the roots floated up to the surface. When they dug up a lot of roots in this fashion they put them in a gunny sack, filling it half full and even more. Then we carried them back to camp and my mother and all my sisters scraped them. The roots have an outside covering and they scraped that off and sliced them.--They look something like a banana. The women then strung the slices and hung them up to dry in order to store them. They dried a great amount, flour sacks full. During the summer they sometimes cooked them with meat and they were really delicious.

At the time we were there when mother and father planted a garden, the blueberries ripened and we picked blueberries. All the berry pickers carried boxes on their backs. The boxes were square and were divided into four square compartments. There were two holes on opposite sides of the box and cords were strung across these holes. They called these boxes **waįksikwak'?in,** that is, carry on a person's back. They used to carry them by horseback too, a pair slung in front and in back of the person riding the horse. This is the way they went to town to sell the berries. There they bought food for themselves, bringing the berry boxes back full of groceries. This is the way that they earned money.

They saved their money and they even bought horses. Thus the Indians came through history. That is the way they procured food for themselves. They saved food and they saved money.

When various foods were ripe the people dried them. They also steamed things underground. They harvested a lot of corn and carried it home on their backs. They steamed the corn. In the evening they dug a pit and heated stones there in a big fire. They put the stones in the pit and when the stones became red hot they took out all the wood and embers and put in the corn husks. Then they put in the fully ripe corn and covered it with more husks. Finally they covered it with the earth that had been dug out. They covered the pit but they left four holes in which they poured water. We used to hear the red hot stones make a rumbling sound.

Then, very early in the morning they opened the pit with great care. Eventually they reached the corn and it was thoroughly cooked. It was really hot! They took the corn out. Then they used metal teaspoons or clam shells to scrape the corn off the cobs. They used to dry it and after it was dried you could see sackfuls of corn standing here and there. Some corn was allowed to remain on the stalks after it was ripe. This they saved for seed.

Squash was also dried. The women pared the squash, cut it in two and sliced it to form rings. They cut down forked trees, peeled them and strung the squash on poles they laid across the forks. They used to dry blueberries too, and cooked them in the wintertime. The blueberries were boiled with dried corn and this was delicious.

They used to dig a hole to save whatever they were not going to use during the winter. They kept out whatever they thought they would need for that winter and they saved in the hole what they would eat in the spring. Seed was also buried in the ground. They made a hole and buried things in it and took them out as they were required. "Dig up that which is buried," they used to say.

Stealing from mice is something I never did but aunt and grandmother told me about it. They would go off in the brush, in the woods, and steal wild beans from the mice. These mice know how to store things. Running back and forth, the mice carried things to a particular place. Their little trails showed the way they went into their little holes in the ground. There they gathered very many of those wild beans. Grandmother said that when a family had a lot of little boys it used to be said of the last born, the youngest one, that he is married to one of these mice. It was that boy who used to find the storehouses. That is why they used to say the little boys married little mice. Mother's brothers were all big and they did not have any little boy. Even my youngest uncle was grown up, but they used to say, "Squeaking Wing's wives have stored some things, let us go look for some of them." They always found some. Grandmother used to say that some women knew very well how to look for wild beans. They would stand some place and look around. "There is one over there!" they used to say, and "There is one right here too!" When they scraped away the leaves and the earth there the holes used to be, just all full of wild beans. They would take them and save them. --Sometimes they said they found a bucketful. Those beans were very good. When I went to Nebraska they gave me some there. I cooked them in the same way I cook any beans. The beans that we eat today are good, but wild beans are much more delicious. ■

Seafaring Women

by Linda DePauw (1982)

Most of us are under the misconception that women played little or no part in the historical era of sailing ships. But in fact, it was common for the wives and children of ship captains and officers to share the life at sea on whalers, trading ships, and privateers.

This fascinating book brings to life many of the exciting stories of women at sea through their journals, letters, and entries in ship logs. From a twelfth-century pirate princess to women who disguised themselves as men to fight on war ships, to the first woman commander of a U.S. Coast Guard cutter these exciting stories reveal an unexpected role of women in maritime history.

The following excerpt describes the adventure of Mary Patten who commanded her husband's ship for 52 days, when she was 19 years old and pregnant.

— Tasha Lebow

Mary Patten was sixteen when she married Joshua A. Patten, the captain of **Neptune's Car.** It was obvious from the beginning of her first voyage with him that she would be a useful addition to the ship's company. The captain went so far as to make a notation in his log that "Mrs. Patten is uncommon handy about the ship, even in weather, and would doubtless be of service if a man." As it was, his wife helped dispense medicines, cooked, and took instruction in navigation. By the end of the voyage it was agreed that Mary Patten could easily pass the examination for a masters' certificate. Her second voyage on **Neptune's Car** would call on all these talents and more.

Neptune's Car left for San Francisco on July 1, 1856, racing with two other clippers. Record passages were important both to captains and to shipowners, so much so that some were tempted to win by unfair means. There had been newspaper reports of crew members being planted on a ship by an opposition line to sabotage the race. **Neptune's Car** appeared to have such a saboteur in its chief mate, a man named Keeler. He was insubordinate, abused the crew, and the captain discovered that he pulled in sail when he had the watch, to slow the ship, and slept on duty. Within a few weeks, Keeler was put in irons and the captain took over his watches. He did not dare to promote the second officer into Keeler's slot because the man was illiterate and knew nothing of navigation.

As **Neptune's Car** approached the Horn, Captain Patten kept the deck day and night and then began battling the strong westerly gales. The wet, cold, and exhaustion finally were too much for him. His hearing and eyesight failed, and he was put to bed, raving deliriously. From his place of imprisonment, Keeler, learning that the captain had been disabled, demanded to be released and given command. The alternative, he pointed out, was to give command to a nineteen-year-old girl, who obviously was unfit to assume such responsibility.

Mary Patten disagreed. She had the support of the second mate and believed the crew would trust her more than they would an officer who slept on his watch. She sent a message to Keeler, telling him that her husband did not trust him when he was well, and she would not trust him now that her husband was sick. Keeler attempted to rouse the crew to mutiny, but Mary Patten had correctly assessed the situation. She made a speech to the crew, assuring them that she could get them safely to San Francisco as long as she had their support, and they believed her.

Then they took on the Horn. For fifty nights Mary Patten slept in her clothes. During one forty-eight-hour period she was constantly on the quarterdeck, wearing oilskins for protection against the spray and watching anxiously for the moment, which must be seized immediately, when it would be safe to hoist some sail. Repeated efforts to hoist sail failed; as soon as a sail was set it was torn to ribbons. Mary Patten continued to fight the elements, shouting orders through a speaking trumpet and keeping the ship's head up to the sea. Finally, after two days, the wind eased enough to allow a little canvas to be spread. At last they rounded the Horn. Mary Patten made a neat record in the log as progress was made at last: "A hard beat to the windward under reefed topsails and foretopmast staysail."

Meanwhile, Captain Patten seemed somewhat improved. Although he could not leave his bed, he decided to release Keeler. That was a mistake. Exactly what happened is not clear, but Keeler appears to have attacked the captain's wife. The men on watch heard cries and were told there had been a "dreadful accident"; Keeler was lying across the entrance to the cabin with a lump on his forehead. It was also discovered that Keeler had changed course; instead of continuing the race to San Francisco, he had given orders directing **Neptune's Car** to the port of Valparaiso. That was the end of Keeler's freedom; he spent the rest of the voyage in the brig and was taken to jail in San Francisco.

But there was still a way to go before **Neptune's Car** would reach her final destination. And there was still a race to win. Mary Patten crowded on sail; one day **Neptune's Car** logged over three hundred miles. Then, heartbreakingly, with San Francisco only a few days away, the winds failed and the ship lost ten days when the sails were useless. **Neptune's Car** had once made the passage from New York to San Francisco in only 97 days; this voyage took 136. Still, it was respectable time, and **Neptune's Car** came in second in the three-ship race.

When **Neptune's Car** anchored in San Francisco harbor, however, it was not her speed but her commanding officer's sex that interested those on shore. Mary Patten's story was soon known all over the world. Leaders of the women's rights movement were ecstatic, pointing to Mary Patten as living proof that there was nothing women could not do.

Mary Patten did not become involved in the women's rights movement, however. She had her pregnancy and a very sick husband to worry about. The baby was born on March 10, 1857, and the captain died three months later. Suddenly she was a mother, a widow, and unemployed. Well-wishers raised a fund of $1,400 for her, but something seemed to have gone out of her. She contracted typhoid fever and then came down with tuberculosis. Mary Patten died at the age of twenty-three. But she was not forgotten. She was certainly the outstanding woman in the history of the U.S. Merchant Marine, and the hospital at the Merchant Marine Academy at Kings Point, New York, still bears her name. ■

A Yankee Clipper Ship (Ulrike Welsch)

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The Song of the Shirt

by Thomas Hood

Thomas Hood, who lived from 1799-1845, was a British journalist and poet. The Song of the Shirt is probably his best known work, and it was set to music for use as a protest song by nineteenth century textile mill reformers. It graphically describes the silent agonies of the millions of seamstresses who constructed the fine garments of the middle class and wealthy.

— Tasha Lebow

With fingers weary and worn,
With eyelids heavy and red,
A woman sat in unwomanly rags,
Plying her needle and thread--
Stitch! stitch! stitch!
In poverty, hunger, and dirt,
And still with a voice of dolorous pitch
She sang the "Song of the Shirt!"

"Work! work! work!
While the cock is crowing aloof!
And work--work--work,
Till the stars shine through the roof!
It's Oh! to be a slave
Along with the barbarous Turk,
Where woman has never a soul to save,
If this is Christian work!

"Work--work--work
Till the brain begins to swim;
Work--work--work
Till the eyes are heavy and dim.
Seam, and gusset, and band,
Band, and gusset, and seam,
Till over the buttons I fall asleep,
And sew them on in a dream!

"Oh, Men, with Sisters dear!
Oh, Men, with Mothers and Wives!
It is not linen you're wearing out,
But human creatures' lives!
Stitch--stitch--stitch--,
In poverty, hunger, and dirt,
Sewing at once, with a double thread,
A Shroud as well as a Shirt.

"But why do I talk of Death?
That Phantom of grisly bone,
I hardly fear his terrible shape,
It seems so like my own--
It seems so like my own,
Because of the fasts I keep;
Oh, God! that bread should be so dear,
And flesh and blood so cheap!

"Work--work--work!
My labor never flags;
And what are its wages? A bed of straw,
A crust of bread--and rags.
That shatter'd roof--and this naked floor--
A table--a broken chair--
And a wall so blank, my shadow I thank
For sometimes falling there.

"Work--work--work!
From weary chime to chime,
Work--work--work--
As prisoners work for crime!
Band, and gusset, and seam,
Seam, and gusset, and band,
Till the heart is sick, and the brain be-
numb'd,
As well as the weary hand.

"Work--work--work,
In the dull December light.
And work--work--work,
When the weather is warm and bright,
While underneath the eaves
The brooding swallows cling
As if to show me their sunny backs
And twit me with the spring.

"Oh! but to breathe the breath
Of the cowslip and primrose sweet,
With the sky above my head,
And the grass beneath my feet,
For only one short hour
To feel as I used to feel,
Before I knew the woes of want
And the walk that costs a meal,

"Oh, but for one short hour!
A respite however brief!
No blessed leisure for Love or Hope,
But only time for Grief!
A little weeping would easy my heart,
But in their briny bed
My tears must stop, for every drop
Hinders needle and thread!"

With fingers weary and worn,
With eyelids heavy and red,
A woman sat in unwomanly rags,
Plying her needle and thread--
Stitch! stitch! stitch!
In poverty, hunger, and dirt,
And still with a voice of dolorous pitch,
Would that its tone could reach the Rich!
She sang this "Song of the Shirt!"

Hospital Sketches

by Louisa May Alcott (1863)

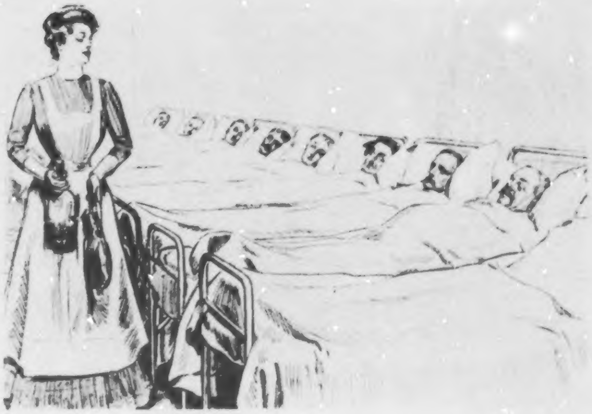
Better known for her novels about teaching, Louisa May Alcott was an outspoken abolitionist, wrote a treatise on work and memoirs of her experience as a Union nurse during the Civil War.

— Eleanor Linn

The first thing I met was a regiment of the vilest odors that ever assaulted the human nose, and took it by storm. Cologne was a posy-bed to it; and the worst of this affliction was, every one had assured me that it was a chronic weakness of all hospitals, and I must bear it. I did, armed with lavender water, with which I so besprinkled myself and premises, that, like my friend, Sairy, I was soon known among my patients as "the nurse with the bottle."

Another day, running up to my room for a breath of fresh air and a five minutes' rest after a disagreeable task, I found a stout young woman sitting on my bed, wearing the miserable look which I had learned to know by that time. Seeing her, reminded me that I had heard of some one's dying in the night, and his sister's arriving in the morning. This must be she, I thought. I pitied her with all my heart. What could I say or do? Words always seem impertinent at such times; I did not know the man; the woman was neither interesting in herself nor graceful in her grief; yet, having known a sister's sorrow myself, I could not leave her alone with her trouble in that strange place, without a word. So, feeling heart-sick, home-sick, and not knowing what else to do, I just put my arms about her, and began to cry in a very helpless but hearty way.

It so happened I could not have done a better thing; for, though not a word was spoken, each felt the other's sympathy; and, in the silence, our handkerchiefs were more eloquent than words. She soon sobbed herself quiet; and, leaving her on my bed, I went back to work. I mention this successful experiment as a receipt proved and approved. [It is] more efficacious than cups of tea, smelling-bottles, psalms, or sermons; for a friendly touch and a companionable cry, unite the consolations of all the rest for womenkind; and, if genuine, will be found a sovereign cure for the first sharp pang so many suffer in these heavy times. ■



Iowa Basketball Update

Last summer **Title IX Line**'s issue on Women and Sports included an article on the successes of women's basketball programs in Iowa. In a recent UPI news release, a record 22,157 fans packed Iowa's Carver-Hawkeye Arena to watch the University of Iowa's women's basketball team play Ohio State. Iowa's coach C. Vivian Stringer triumphantly informed reporters,

"I told you before; if it could be done, it would be done at Iowa."

Limited copies of the **Title IX Line** on Women and Sports are available on request from CSES.

Jubilee

by Margaret Walker (1966)

This luminous novel documents the Civil War years and the Reconstruction through the life of Vyry, born a slave on a Georgia plantation. The main character, and many of the incidents in the novel are based on the reminiscences of Margaret Walker's great-grandmother. The brutal life of exploitation the slaves faced and the struggle of freed slaves to create a life in a hostile world are eloquently described in this award-winning book.

In this excerpt from early in the novel, we see the contrast between lives of Blacks and whites. As a young child, Vyry had played with Lillian, daughter of the master and Big Missy. Now in their teens, the roles and barriers between them were more rigid. Lucy is a friend and fellow slave. Grimes is the overseer.

— ***Tasha Lebow***

Rendering fat for soap and candlemaking (N.Y. Pub. Lib.)

The next morning Lucy could not be found. She had disappeared during the night. Grimes came to the back door and told Big Missy he would take the dogs and go after her.

"She's more than likely hiding in the swamps nearby and the hounds can scent her out in a little while."

But Big Missy demurred. "I don't want her killed or mangled by the dogs. We don't want her dead on our hands. That just means another slave dead, though God knows she's not worth much. My husband is complaining now that too many of our slaves are either dying or unfit for work and the price of slaves is going up sky-high. We paid four thousand dollars for that last group. A good worker is hard to buy. Bring her back, but don't let the dogs get at her. They might tear her limb from limb." Mr. Grimes went away, but Vyry did not think he looked too pleased.

They did find Lucy and they brought her back, her hands tied behind her and Grimes pushing her ahead of him on the end of a rope. He threw her down in the backyard while some of the slave boys struggled hard to keep the dogs on their chains. Vyry was sure the dogs had been given something of Lucy's clothes to smell and had picked up her scent in the swamp woods. Grimes knocked hard on the back door and told a slave to fetch Big Missy. His boots were muddy and he dared not enter the house. He had his whip doubled back and caught up in his hands. Vyry knew he was itching to use it, but waiting for Big Missy's say-so to go ahead. Meanwhile Lucy blubbered with spasms of fear and Vyry's heart beat painfully.

When Big Missy came out she and Grimes had a whispered conversation between them. Vyry strained her ears, but she could not make out what they were saying.

Vyry saw Grimes giving orders to the boys and they began to tie Lucy to stakes in the ground with the ropes, but Vyry could not figure out what they were going to do with her. They were tying her legs as well as her arms, and now they had driven a steel spike into the ground and tied the rope that bound her legs to the spike. Grimes now whispered something to one of the white guards and he went off for something. Then Vyry saw them building a small fire while Grimes was still giving orders.

Vyry was watching from the kitchen and her whole body began tightening like drum. Suddenly Vyry saw the guard stoop over the fire and with a pair of tongs lift a red hot piece of iron no bigger than a small piece of coke from the fire. Vyry gasped in horror. Now they had the hot iron firmly grasped in the tongs and they were going toward Lucy.

Vyry did not see them when they actually branded the girl. She did not hear the hissing sound of the iron on the sizzling flesh. Her heart thumped in her so loudly that her eardrums throbbed so painfully that it was as if thunder were all around her and everything went black and red before her in a whirling wheel of fire and blood and darkness so that she dropped in a dead faint on the dirt and brick floor while somewhere back in her consciousness there was the terrible bellowing sound like a young bull or calf crying out in pain. When Vyry came to herself later, she did not know how long she had lain there, nor how much later it was.

Slowly returning to reality, Vyry remembered and she got up to see if Lucy were still lying outside in the yard, or if perhaps she had had another bad dream. Not a black head could be seen in the yard except Lucy's and she was writhing in agony and still tied down with the ropes. Blood was streaming from her face, which was puffed to twice its natural size and too bloody to be recognized.

The mammoth preparations for the wedding were exciting Big Missy beyond measure. None of the house slaves could please her, and she even brought in extra women to spin and weave and sew. They made piles of lovely soft nainsook lingerie for Miss Lillian's trousseau. The wedding dress was of imported embroidered white silk with a beautiful lace veil. The slip was of white boux de chine and crinoline, sewn over three wide hoops. Her orange blossoms were real and her buttoned white shoes were of satin and kid. It was Caline who helped her dress. "She will smother in that corset, I do believe."

Vyry thought she had never seen anything in her life more beautiful than Miss Lillian on her wedding day. All the house-servants and old slaves around the place came up to wish her happiness before the ceremony started because afterwards there would be no time. Vyry had to stop her busy preparations in the kitchen where she was creaming chicken for patty shells, to say goodbye to Miss Lillian.

"Oh Vyry, wish me luck and happiness!" And there was the same excitement in Miss Lillian's face that Vyry had known in her playmate when they were little girls.

"I do, Miss Lillian. God knows I do. I wish you all the luck in the world, and I just know you will be happy. You just got to be, ain't no reason why you shouldn't be."

Lillian looked at the solemn face of Vyry who sounded so old to be so young, and then she reached down and pulled an orange blossom out of the fresh, untouched bouquet and handed it to Vyry. Then laughing happily she ran out of her room to meet the wedding party in the yard, to marry Kevin, and begin her life's journey as a married lady.

The wedding was over for Big Missy when the bride and groom stepped into their barouche under a shower of rice with the old shoes flung after the carriage and the old tin pans tied to the wheels. But for Vyry the wedding was not over when the guests departed. There was still a mountain of dishes. Every bone in her body ached with fatigue, and she could not yet see the end. For her the wedding day was not a happy one. It was full of back-breaking work and the terrible stress of hurry-hurry-hurry, get this done and then do this, get that done and then do this, do this, do that and that and this, and never, never, never say you are too tired. You must not stop because you can't go on, but you must go on because you can't stop. And at the end of the day she could not tell whether her head ached because she was tired, or her heart ached from unhappiness, or it was her feet that felt so bad. But she was more tired than she could remember ever having been before in her whole life. She set her lips grimly and she persevered through the long day. She worked down the mountain of orders, prepared the mountains of food, heard the shrill cackling noises of the women's voices, saw in a fog the steadily moving figures of May Liza and Caline and Lucy. Sweat popped out and dribbled down her nose into her mouth and off her chin.

Lucy's face was still sore, although it was no longer puffed from the swelling and inflammation. When it was a running sore and Lucy had ached with fever, Vyry thought Lucy would not only be forced to bed but that the thing might kill her. But Lucy could only talk of the horrible pain and the ugly mark it had left on her face -- the mark of "R" for runaway. But she had stumbled on through pain and sullenness. She had worked until she staggered, until her glassy eyes looked dull and witless and her shaking fingers steadied themselves under some strange rigid control from within. Never had Vyry felt sorrier for anyone.

Beads of perspiration stood on the foreheads of Caline and May Liza, and they scarcely had time to wipe away the fine line of water over their upper lips with the edges of their apron hems. The June heat was bad anyway; most of the guests were fanning or being fanned. Caline kept wondering and muttering how Miss Lillian was standing it in that tight corset. But evidently the stays never crossed Miss Lillian's mind, for she came through all the wedding in fine fettle, and as Lucy whispered afterwards, "left all this work here behind for us."

Vyry dragged herself home to her cabin thinking she would fall on her pallet and drop off to sleep at once from complete exhaustion. Instead she sat in her doorway watching the moon rise high in the heavens, still too tired to take off her clothes. Out of the night there came the sudden call of a distant whippoorwill. ■

Life in the Iron Mills

by Rebecca Harding Davis (1861)

This story was a popular success when first published in the Atlantic Monthly, then later forgotten. It is one of the first literary treatments of the horrors of industrialism and Deborah and Wolfe fight bravely for spiritual and intellectual growth in a brutul environment.

— Eleanor Linn

As Deborah hurried down through the heavy rain, the noise of these thousand engines sounded through the sleep and shadow of the city like far-off thunder. The mill to which she was going lay on the river, a mile below the city-limits. It was far, and she was weak, aching from standing twelve hours at the spools. Yet it was her almost nightly walk to take this man his supper, though at every square she sat down to rest, and she knew she should receive small word of thanks.

Perhaps, if she had possessed an artist's eye, the picturesque oddity of the scene might have made her step stagger less, and the path seem shorter; but to her the mills were only "summat deilish to look at by night."

The road leading to the mills had been quarried from the solid rock, which rose abrupt and bare on one side of the cinder-covered road, while the river, sluggish and black, crept past on the other. The mills for rolling iron are simply immense tent-like roofs, covering acres of ground, open on every side. Beneath these roofs Deborah looked in on a city of fires, that burned hot and fiercely in the night. Fire in every horrible form: pits of flame waving in the wind; liquid metal-flames writhing in tortuous streams through the sand; wide caldrons filled with boiling fire, over which bent ghastly wretches stirring the strange brewing; and through all, crowds of half-clad men, looking like revengeful ghosts in the red light, hurried, throwing masses of glittering fire. It was like a street in Hell. Even Deborah muttered, as she crept through, "'T looks like t' Devil's place!" It did,--in more ways than one.

She found the man she was looking for, at last, heaping coal on a furnace. He had not time to eat his supper; so she went behind the furnace and waited. ■

Margret Howth

by Rebecca Harding Davis (1862)

This is the first novel by an American woman about a working woman. It is highly unusual because women did not enter bookkeeping and clerical work in large numbers until the 1890s. Although parts of the novel are tedious, excerpts about Margret and her friend Lo, a Black pedlar who had been crippled in the cotton mills, are very readable. In this excerpt the author uses the device of a first person narrator.

— Eleanor Linn

An old book which I happened to find to-day, recalled [this story]. It was a ledger, iron-bound, with the name of the firm on the outside,--Knowles & Co. You may have heard of the firm: they were large woollen manufacturers: supplied the home market in Indiana for several years. This ledger, you see by the writing, has been kept by a woman. This is not unusual in Western trading towns, especially in factories where the operatives are chiefly women. In such establishments, they can fill every post successfully, but that of overseer: they are too hard with the hands for that.

The writing here is curious: concise, square, not flowing, -- very legible, however, exactly suited to its purpose. People who profess to read character in chirography would decipher but little from these cramped, quiet lines. Only this, probably: that the woman, whoever she was, had not the usual fancy of her sex for dramatizing her soul in her writing, her dress, her face, -- kept it locked up instead, intact; that her words and looks, like her writing, were most likely simple, mere absorbents by which she drew what she needed of the outer world to her, not flaunting helps to fling herself, or the tragedy or comedy that lay within, before careless passers-by. The first page has the date, in red letters, October 2, 1860, largely and clearly written. I am sure the woman's hand trembled a little when she took up the pen; but there is no sign of it here; for it was a new desperate adventure to her, and she was young, with no faith in herself. She did not look desperate, at all, -- a quiet, dark girl, coarsely dressed in brown.

There was not much light in the office where she sat; for the factory was in one of the close by-streets of the town, and the office they gave her was only a small square closet in the seventh story. It had but one window, which overlooked a back-yard full of dyeing vats. The sunlight that did contrive to struggle in obliquely through the dusty panes and cobwebs of the window, had a sleepy odour of copperas latent in it. You smelt it when you stirred. The manager, Pike, who brought her up, had laid the day-books and this ledger open on the desk for her. As soon as he was gone, she shut the door, listening until his heavy boots had thumped creaking down the rickety ladder leading to the frame-rooms. Then she climbed up on the high office-stool (climbed, I said, for she was a little, lithe thing) and went to work, opening the books, and copying from one to the other as steadily, monotonously, as if she had been used to it all her life. ■

The Office Girl, c. 1915 (Minn. Hist. Society)

The Flight of Betsey Lane

by Sarah Orne Jewett (c. 1896)

This story, and the novella ***Country of the Pointed Firs,*** *are little known gems, filled with many capable female characters. Students may need help understanding the poor house setting and the significance of the Centennial celebration. The integrity of the work of these older women is remarkable.*

— Eleanor Linn

One windy morning in May, three old women sat together near an open window in the shed chamber of Byfleet Poor-house. They were close together, knee to knee, picking over a bushel of beans, and commanding a view of the dandelion-starred, green yard below, and of the winding, sandy road that led to the village, two miles away.

The three bean-pickers were dressed alike in stout brown ginghams, checked by a white line, and all wore great faded aprons of blue drilling, with sufficient pockets convenient to the right hand. Miss Peggy Bond was a very small, belligerent-looking person, who wore a huge pair of steel-bowed spectacles, holding her sharp chin well up in air, as if to supplement an inadequate nose. Miss Bond had suffered much personal damage from time to time, because she never took heed where she planted her feet, and so was always tripping and stubbing her bruised way through the world. Poor Peggy was a meek and friendly soul, who never put herself forward; she was just like other folks, as she always loved to say, but Mrs. Lavina Dow was a different sort of person altogether, of great dignity and, occasionally, almost aggressive behavior. The time had been when she could do a good day's work with anybody: but for many years now she had not left the town-farm, being too badly crippled to work; she had no relations or friends to visit, but from an innate love of authority she could not submit to being one of those who are forgotten by the world. Mrs. Dow was the hostess and social lawgiver here, where she remembered every inmate and every item of interest for nearly forty years.

She was the dear friend of the third woman, Betsey Lane; together they led thought and opinion--chiefly opinion--and held sway, not only over Byfleet Poor-farm, but also the selectmen and all others in authority. Betsey Lane had spent most of her life as aid-in-general to the respected household of old General Thornton. She had been much trusted and valued, and, at the breaking up of that once large and flourishing family, she had been left in good circumstances, what with legacies and her own comfortable savings; but by sad misfortune and lavish generosity everything had been scattered, and after much illness the good soul had sensibly decided that it was easier for the whole town to support her than for a part of it. She had always hoped to see something of the world before she died; she came of an adventurous, seafaring stock, but had never made a longer journey than to the towns of Danby and Northville, thirty miles away.

The bushel basket of cranberry beans was within easy reach, and each of the pickers had filled her lap from it again and again. The shed chamber was not an unpleasant place in which to sit at work, with its traces of seed corn hanging from the brown crossbeams, its spare churns, and dusty loom, and rickety wool-wheels, and a few bits of old furniture.... Nothing beautiful could be discovered, nothing interesting, but there was something usable and homely about the place. It was the favorite and untroubled bower of the bean-pickers, to which they might retreat unmolested from the public apartments of this rustic institution.

There was a silence as to further speech in the shed chamber; and even the calves were quiet in the barnyard. The men had all gone away to the field where corn-planting was going on. The beans clicked steadily into the wooden measure at the pickers' feet. Betsey Lane began to sing a hymn, and the others joined in as best they might, like autumnal crickets; their voices were sharp and cracked, with now and then a few low notes of plaintive tone. Betsey herself could sing pretty well, but the others could only make a kind of accompaniment. Their voices ceased altogether at the higher notes.

continued on p. 25

The New Colossus

Not like the brazen giant of Greek fame
With conquering limbs astride from land to
land
Here at our sea-washed, sunset gates shall
stand
A mighty woman with a torch, whose flame
Is the imprisoned lightening, and her name
Mother of Exiles. From her beacon-handed
Glows world-wide welcome; her mild eyes
command
The air-bridged harbor that twin cities frame
"Keep, ancient lands, your storied pomp!" cries
she
With silent lips. "Give me your tired, your
poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

Emma Lazarus, 1883

The poem quoted above is inscribed on the base of the Statue of Liberty. This international symbol of freedom and hope was a welcome sight for millions of women, men and children who came by ship from their native countries in search of a better life in the United States.

Often the immigrant experience has been viewed as being a male dominated experience, with females being regarded as marginal, passive participants in this phase of growth and development of the United States. Women's roles in this process seldom have been considered. Further, the impact that the new culture has had on women in general has been examined only peripherally, if at all. Not all survived the challenge of coming to an unknown land, but those who did were resilient, skillful, and had the will and determination to survive.

A woman who emigrated at the age of fifteen from a village in the Peloponnesus in Southern Greece related her story to Alice Scourby. It is recounted in Scourby's book ***The Greek Americans.***

I came to America with my father in 1920. I was the eldest child. I left from Patras on an American ship that was filthy; the stench was terrible, and the food and bread tasted of gasoline. I kept thinking, "Is this what American food tastes like?"

When I arrived I worked in a factory in New Jersey. I wanted to go to school, and my father was willing to let me go, but my uncle with whom we lived persuaded my father not to send me. When I brought my cousins from Greece in the 1950s, I sent them to night school immediately. I said, "Don't be like me, ignorant; learn English, be educated." And they were. But I'm getting ahead of my story.

My father was a street vendor. An old man who worked with him noticed my cousin and I. One day he came to our apartment to look at us closely, and then he asked to speak to my father alone. He had chosen me for a young man he had in mind. And it was agreed with my father that I would marry him.

When I met my husband, he worked in a

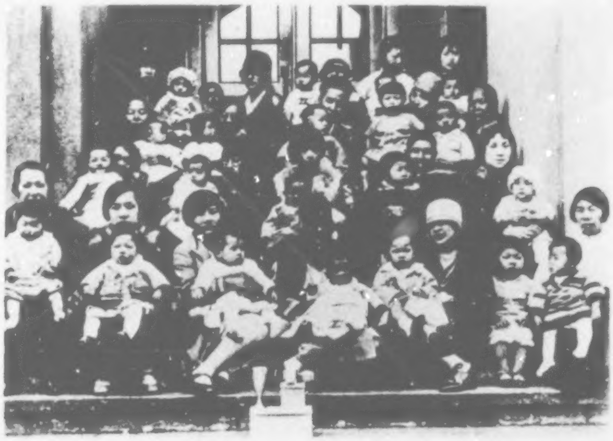
Waiting at Ellis Island (Brown Brothers) leather factory. In 1922 he opened his own restaurant business. He worked very hard to make money and help his family in Greece.

When my husband opened a restaurant I worked there at night for twenty years. We had four children, and my husband vowed that none would be in the restaurant business. Our two sons are professionals. My years of work did not go to waste, and I've forgotten that I worked so hard; I don't feel tired because our children turned out so well. I'm very satisfied. I always loved America. I never had a desire to return to Greece to live.

Michael Novak's account of his grandmother appears in his book ***The Rise of the Unmeltable Ethnics.***

All four of my grandparents, unknown to one another, arrived in America from the same county in Slovakia. My grandfather had a small farm in Pennsylvania; his wife died in a wagon accident. Meanwhile, Johanna, fifteen, arrived on Ellis Island. She had a sign around her neck lettered PASSAIC. There an aunt told her of a man who had lost his wife in Pennsylvania. She went. They were married. She inherited his three children.

Each year for five years Grandma had a child of her own. She was among the lucky; only one died. When she was twenty-two and the mother of seven. her husband died. "Grandma Novak," as I came to know her many years later, resumed the work she had begun in Slovakia at the town home of a man known to my father only as "the Professor;" she housecleaned and she laundered.



Asian children from a San Francisco well-baby clinic, 1928 (Cal. Hist. Society)

Jade Snow Wong was brought to the United States as a young girl by her parents. Her father came to the U.S. from China in the early 1900s to work as an accountant for an importer. Later he returned to China and brought his family to San Francisco where Jade Snow grew up. Her story "Puritans from the Orient: A Chinese Evolution," is included in Thomas C. Wheeler's collection entitled ***The Immigrant Experience: The Anguish of Becoming American.***

My father's motherland was in the grip of military and political upheaval. My father wrote to his family, "In America, I have learned how shamefully women in China have been treated. I will bleach the disgrace of my ancestors by bringing my wife and two daughters to San Francisco, where my wife can work without disgrace, and my daughters shall have the opportunity of education." Because of his newly learned ideals, he pioneered for the right of women to work. Concerned that they have economic independence, but not with the long hours of industrial home work, he went to shy housewives' apartments and taught them sewing. He leased sewing equipment, installed machines in a basement where rent was cheapest, and there he and his family lived and worked.

My mother was short, sturdy, young looking, and took pride in her appearance. She was at her machine the minute housework was done, and she was the hardest working seamstress, seldom pausing, working after I went to bed. She knew that to have more than the four necessities [rice, salt, oil and tea], she must work and save. We knew that to overcome poverty, there were only two methods: working and education. It was our personal responsibility. Being poor did not entitle us to benefits. When welfare programs were created in the depression years of the thirties, my family would not make application.

Only Daddy and Oldest Brother were allowed individual idiosyncrasies. Daughters were all expected to be of one standard. To allow each one of many daughters to be different would have posed enormous problems of cost, energy, and attention. Still, am I not lucky that I am alive to tell this story?

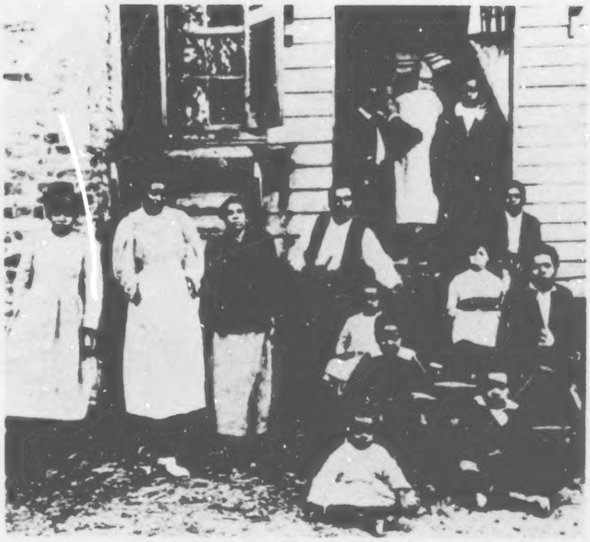
As a wife and mother, I have naturally followed my Chinese training to wait on my husband and serve my children. While [the making of] ceramics is my career, the members of my family know they come first, and they do not pay any penalty for my work.

There were and are many reasons for migration within the U.S. In the late 1800s a search for freedom and land caused tens of thousands of Blacks to leave the South for the West. Later, Blacks as well as other ethnic groups migrated to different parts of the U.S. in search of employment.

Migration and emigration to Blacks meant freedom from slavery and a possibility to improve themselves along with the hope of being able to live a human and humane existence. One of the first large migrations for Blacks after the Civil War was from the lower South to Kansas. This was followed by additional limited western migrations -- to Oklahoma and California. Migrations to the North and Northeast -- especially to New York City -- also occurred in the later portion of the 1800s and the early 1900s. Limited emigration to Africa also took place in the late 1800s.

R. Ethel Dennis in ***The Black People of America*** *writes:*

The first large-scale **voluntary** migration by southern Afro-Americans occurred about the time that the 1880 federal census was recorded. The forced migrations that had accompanied the transatlantic slave trade and the great expansion of the southern plantation system from the Upper to the Lower south come to mind quickly, and so do the voluntary migrants who made it to northern cities... starting just prior to the First World War and continuing for more than another half century. But the 1880 migrants--most of whom left the Lower South for Kansas--were a special group. The adults among them nearly all had been born slaves.



The Walters of Lubert Co., Ga. 1896 (The Norman Collection)

The migrants to Kansas, who quit the South to improve and protect themselves, often left in family groups.

Herbert G. Gutman in ***The Black Family in Slavery and Freedom*** *relates:*

Mary J. Garrett [m. Nelson] had founded a committee of five hundred black New Orleans women in 1878 to support migration and believed it very natural that they should desire to seek some country where their labor should secure them a home and a heritage. Without homes, there can be no established permanent form of family. The daily laborer is compelled to scatter his family for their sustenance; and the parents are left to infirmity without the presence and care of their children.

W. Sherman Savage narrates the following in his book ***Blacks in the West****:*

By 1850 some blacks in California had attracted sufficient attention to be mentioned in the news.

A black woman who attracted considerable attention was Biddy Mason. Formerly a slave, she had been freed by a writ of habeas

continued on p. 35

Roast Beef Medium

by Edna Ferber (1911)

Emma McChesney is a spirited traveling saleswoman in this novel and its sequel, ***Emma McChesney and Co.*** *Her male characters are often ineffectual and foolish. Students may need to learn historic meaning of the courtship expression used in this passage.*

— Eleanor Linn

"Full?" repeated Emma McChesney.

"Sorry, Mrs. McChesney," said the clerk. "We're full up. The Benevelent Brotherhood of Bisons is holding its regular annual state convention here. We're putting up cots in the hall."

Emma McChesney's keen blue eyes glanced up from their inspection of the little bunch of mail which had just been handed her. "Well, pick out a hall with a southern exposure and set up a cot or so for me," she said, agreeably, "because I've come to stay. After selling Featherloom Petticoats on the road for ten years I don't see myself trailing up and down this town looking for a place to lay my head....

"It won't do you any good to get sore, Mrs. McChesney," he began, suavely. "Now a man would --"

"But I'm not a man," interrupted Emma McChesney. "I'm only doing a man's work and earning a man's salary and demanding to be treated with as much consideration as you'd show a man."

The personage busied himself mightily with a pen, and a blotter, and sundry papers, as is the manner of personages when annoyed. "I'd like to accommodate you; I'd like to do it."

"Cheer up," said Emma McChesney, "you're going to."

* * * *

"You wouldn't be surprised," asked T. A. Junior smoothly, "if I were to say that I'm considering giving a man your territory?"

Emma McChesney's eyes widened until they looked so much like those of a hurt child, or a dumb animal that has received a death wound, that young T. A. dropped his gaze in confusion.

Emma McChesney stood up. Her breath came a little quickly. But when she spoke, her voice was low and almost steady.

"If you expect me to beg you for my job, you're mistaken. T. A. Buck's Featherloom Petticoats have been my existence for almost ten years. I've sold Featherlooms six days in the week, and seven when I had a Sunday customer. They've not only been my business and my means of earning a livelihood, they've been my religion, my diversion, my life, my pet pastime. I've lived petticoats, I've talked petticoats, I've sold petticoats, I've dreamed petticoats -- why I've even worn the darned things! And that's more than any man will ever do for you."

Young T. A. rose. He laughed a little laugh of sheer admiration. Admiration shone, too, in those eyes of his which so many women found irresistible. He took a step forward and laid one well-shaped hand on Emma McChesney's arm. She did not shrink, so he let his hand slip down the neat blue serge sleeve until it reached her snugly gloved hand.

"You're all right!" he said. His voice was very low, and there was a new note in it. "Listen, girlie. I've just bought a new sixty-power machine. Have dinner with me tonight, will you? And we'll take a run out in the country somewhere. It's warm, even for March. I'll bring along a fur coat for you. H'm?"

Mrs. McChesney stood thoughtfully regarding the hand that covered her own. The blue of her eyes and the pink of her cheeks were a marvel to behold.

"It's a shame," she began slowly, "that you're not twenty-five years younger, so that your father [illegible] give you the licking you deserve wh[illegible] comes home. I've heard of this kind of [illegible], but I didn't know it happened often off the stage and outside of novels. Let's get down to cases. If I let you make love to me, I keep my job. Is that it?"

"My dear Mrs. McChesney --"

"Don't," said Emma McChesney sharply. "I couldn't stand much more. I joke, you know, when other women cry. It isn't so wearing."

She turned abruptly and walked toward the door. ■

The Prime of Miss Jean Brodie

by Muriel Spark (1961)

Miss Jean Brodie may be the quintessential eccentric teacher novel. Set in the 1930s in an English boarding school, it brilliantly shows the interaction between romantic fantasy and education. You may want to check the few instances of sexually explicit language before using the whole book.

— Eleanor Linn

Their walk had brought them into broad Chambers Street. The group had changed its order, and was now walking three abreast, with Miss Brodie in front between Sandy and Rose. "I am summoned to see the headmistress at morning break on Monday," said Miss Brodie. "I have no doubt Miss Mackay wishes to question my methods of instruction. It has happened before. It will happen again. Meanwhile, I follow my principles of education and give of my best in my prime. The word 'education' comes from the root **e** from **ex,** out, and **duco,** I lead. It means a leading out. To me education is a leading out of what is already there in the pupil's soul. To Miss Mackay it is a putting in of something that is not there, and that is not what I call education, I call it intrusion, from the Latin root prefix **in** meaning in and the stem **trudo,** I thrust. Miss Mackay's method is to thrust a lot of information into the pupil's head; mine is a leading out of knowledge, and that is true education as is proved by the root meaning. Now Miss Mackay has accused me of putting ideas into my girls' heads, but in fact that is **her** practice and mine is quite the opposite. Never let it be said that I put ideas into your heads. What is the meaning of education, Sandy?'

"To lead out," said Sandy who was composing a formal invitation to Alan Breck, a year and a day after their breath-taking flight through the heather.

> Miss Sandy Stranger requests the pleasure of Mr. Alan Breck's company at dinner on Tuesday the 6th of January at 8 o'clock.

That would surprise the hero of **Kidnapped** coming unexpectedly from Sandy's new address in the lonely harbour house on the coast of Fife -- described in a novel by the daughter of John Buchan -- of which Sandy had now by devious means become the mistress. Alan Breck would arrive in full Highland dress.

Miss Brodie said, "So I intend simply to point out to Miss Mackay that there is a radical difference in our principles of education. Radical is a word pertaining to roots -- Latin **radix,** a root. We differ at root, the headmistress and I, upon the question whether we are employed to educate the minds of girls or to intrude upon them." ■

Fingernail inspection, Louisville Schools, 1920 (Univ. of Louisville Archives)

The National Coalition for Sex Equity in Education (NCSEE) is having its sixth annual meeting July 21-26, 1985 in Williams Bay, Wisconsin. This is the first time that the national conference will be in the Great Lakes States. CSES staff and other active sex equity educators are planning this event. Please write to us if you would like registration information when it is available.

Contact: NCSEE Conference Committee
c/o CSES
SEB 1042
University of Michigan
Ann Arbor, MI 48109-1259
(313) 763-9910

"Poetry to the People"

From **I Wonder As I Wander**
by Langston Hughes (1956)

Langston Hughes the important American poet, playwright, journalist, and novelist left a valuable legacy in the form of his autobiography of several volumes. He was one of the first Black writers to cross the color barrier, lived an adventurous life and traveled extensively throughout the world including several years in Russia following the Russian Revolution. His memories of America are perhaps the most interesting. His descriptions of life under Jim Crow law, of the rising Black pride, and of life within the artistic circles that opened to him reveal unique and varying aspects of our history.

In this excerpt, Hughes has begun traveling around the country in the thirties, reading his poetry at colleges and literary meetings. He describes meeting Mary McLeod Bethune, the untiring advocate of the importance of education for Blacks. She founded her school for girls in 1904 with little more than the determination and a sense of urgency that education was the key to progress for Blacks. Mrs Bethune was an inspiration to many and by 1925 her hard work and endurance made Bethune-Cookman College a respected institution. She acted as advisor to FDR during the Depression and was an important civil rights activist until her death in 1955.

— Tasha Lebow

We starved all the way to Daytona, more than half the length of Florida. But once there, Mrs. Bethune received us cordially sat us down to dinner.

Mary McLeod Bethune at Florida's Bethune-Cookman College

"Boys," said Mrs. Bethune, "I was intending to go North myself in a few days by train, so I might as well ride with you and save that fare."

Our little Ford coupe had only one seat, a rather small seat at that. Mrs. Bethune was no small woman. Zell [his artist companion] was stocky, too. How the three of us, in hot September weather, would fare on a single seat in a small car all the way from Daytona to Manhattan, I could not surmise.

"We'll make it," Mrs. Bethune said.

With America's leading Negro woman as our passenger, we hit the road early the next morning and drove all day toward the Carolinas. What luck for us! All along the highway, Mary McLeod Bethune had friends. So whenever we got hungry on the road, we stopped at the home of some friends of hers in some Southern village. According to a popular saying in Florida, before Mrs. Bethune reached the wayside home of any friend anywhere, the chickens, sensing that she was coming, went flying off frantically seeking a safe hiding place. They knew some necks would surely be wrung in her honor to make a heaping platter of Southern fried chicken. When nightfall came, the leading Negroes in the nearest town on the highway, with no advance warning other than a knock on the door, would roll out the red carpet for Mrs. Bethune and ourselves.

"A poet! An artist! What an honor! You always were interested in young people, Mary McLeod. Come in, make yourselves at home! Have you eaten yet? Do you want a bath? We'll get the beds ready whenever you-all get sleepy." And so it went, genial Southern hospitality all the way to Washington.

Mrs. Bethune, aside from her fame in educational circles, was a power in lodge and club activities. She was known far and wide at conclaves, conventions and church meetings. She had spoken at every colored school in the South, too. People loved her, so they showed it by offering her their best. That best, tired and hungry Zell and I shared on this journey.

We shared Mrs. Bethune's wit and wisdom, too, the wisdom of a jet-black woman who had risen from a barefooted field hand in a cotton patch to be head of one of the leading junior colleges in America, and a leader of her people. She was a wonderful sport, riding all day without complaint in our cramped, hot little car, jolly and talkative, never grumbling.

We avoided segregation by not having to seek food or sleeping accommodations in public places along the Southern highways. But we did have to get gas and sometimes use the gas-station rest rooms, usually one for **MEN,** one for **LADIES** -- and a single one marked **COLORED** somewhere away out in the back for both men and women, if Negro. To the attendant at such stations, Mrs. Bethune would usually say, "Young man, do I have to avail myself of that shanty rest room away around there in the bushes?"

If there were no whites about, the embarrassed attendant might say, "Ma'am, just use the one marked **LADIES.**" But if the station were busy, he would indicate the **COLORED** toilet was meant for her. Then Mrs. Bethune would say gently, "Aren't you ashamed, young man?"

The young man would usually turn red and answer, "Yes, ma'am, I really am."

We arrived one day at Cheraw, South Carolina, just before noon. Mrs. Bethune said, "Let's stop at Coulter Academy and dine with the teachers, Langston, and you read some of your poems for the students."

We pulled up before a large frame building. As soon as the teachers and students saw Mrs. Bethune getting out of the car, word spread and commotion began. Classes greeted her with applause and an assembly for the whole school was ordered. She made a warm-hearted little talk, then introduced me as a poet whom she wanted the South to know better. I read the students a few of my poems, and was gratified at the warm response they received.

"You see," said Mrs. Bethune as we drove away, "you must go all over the South with your poems. People need poetry."

On the Sunday afternoon when I read my poems at Bethune-Cookman College with Mary McLeod Bethune presiding, I closed with "The Negro Mother" from my new booklet. "Imagine," I said, "a black woman of old in her starched white apron and bright bandanna."

Child, I come back today
To tell you a story of the long dark way
That I had to climb, that I had to know
In order that our race might live and grow.
Three hundred years in the deepest South:
But God put a dream and a song in my mouth.
God put a dream like steel in my soul.
Now, through my children, I'm reaching my goal.
Now, through my children, young and free,
I realize the blessings denied to me....
I nourished the dream that nothing could smother
Deep in my breast, the Negro Mother....

"My son, my son!" cried Mrs. Bethune, rising with tears in her eyes to embrace me on the platform. In closing, her choir sang, "We Are Climbing Jacob's Ladder," as the largely white audience of winter visitors from the big Daytona Beach hotels filled the baskets with checks and greenbacks. ■

continued from p. 18

"Oh my! I wish I had the means to go to the Centennial," mourned Betsey Lane, stopping so suddenly that the others had to go on croaking and shrilling without her for a moment before they could stop. "It seems to me as if I can't die happy 'less I do," she added; "I ain't never seen nothin' of the world, an' here I be."

Main Street

by Sinclair Lewis (1920)

Carol Milford is a college student just deciding what career to choose. Students may benefit from trying to guess how her work experience turned out and why. Carol may be a symbol of the great waste of talents of many women. The historic dichotomy between career and marriage and the influence of crushes on career decisions are of importance to discuss.
— Eleanor Linn

Throughout Senior year she anxiously related all her experiments and partial successes to a career. Daily, on the library steps or in the hall of the Main Building, the co-eds talked of "What shall we do when we finish college?" Even the girls who knew that they were going to be married pretended to be considering important business positions; even they who knew that they would have to work hinted about fabulous suitors. As for Carol, she was an orphan; her only near relative was a sister married to an optician in St. Paul. She had used most of the money from her father's estate. She was not in love -- that is, not often, nor ever long at a time. She would earn her living.

But how she was to earn it, how she was to conquer the world -- almost entirely for the world's own good -- she did not see. Most of the girls who were not betrothed meant to be teachers. Of these there were two sorts: careless young women who admitted that they intended to leave the "beastly classroom and grubby children" the minute they had a chance to marry; and studious, sometimes bulbous-browed and pop-eyed maidens who [prayed] to "guide their feet along the paths of greatest usefulness." Neither sort tempted Carol.

At various times during Senior year Carol finally decided upon studying law, writing motion-picture scenarios, professional nursing, and marrying an unidentified hero.

Then she found a hobby in sociology.

The sociology instructor was new. He was married, and therefore taboo, but he had come from Boston, he had lived among poets and socialists and millionaire uplifters at the University Settlement in New York, and he had a beautiful white strong neck. He led a giggling class through the prisons, the charity bureaus, the employment agencies of Minneapolis and St. Paul. Trailing at the end of the line Carol was indignant at the prodding curiosity of the others, their manner of staring at the poor as at a Zoo. She felt herself a great liberator. She put her hand to her mouth, her fore-finger and thumb quite painfully pinching her lower lip, and frowned, and enjoyed being aloof.

The supplementary reading in sociology led her to a book on village-improvement -- tree-planting, town pageants, girls' clubs. It had pictures of greens and garden-walls in France, New England, Pennsylvania. She had picked it up carelessly, with a slight yawn which she patted down with her finger-tips as delicately as a cat.

She dipped into the book, lounging on her window-seat, with her slim, lisle-stockinged legs crossed, and her knees up under her chin. She stroked a satin pillow while she read. About her was the clothy exuberance of a Blodgett College room: cretonne-covered window-seat, photographs of girls, a carbon print of the Coliseum, a chafing-dish, and a dozen pillows embroidered or beaded or pyrographed.

It was as a part of all this commonplaceness that she regarded the treatise on village-improvement. But she suddenly stopped fidgeting. She strode into the book. She had fled half-way through it before the three o'clock bell called her to the class in English history.

She sighed, "That's what I'll do after college! I'll get my hands on one of these prairie towns and make it beautiful." ■

The Dollmaker

by Harriet Arnow (1954)

The Dollmaker by Harriett Arnow traces the life of Gertie Nevels, a woman of strength, courage and down-home wisdom who leaves her beloved Kentucky hills behind in hopes of greater prosperity in the industrial north. Thrust into the oppressive and chaotic environment of the lower working class, Gertie struggles valiantly to establish a home and to resettle her family in Detroit during the last years of World War II.

In chapter one we gain insight into Gertie's courage and her love for her children as she desperately tries to save the life of her baby, Amos, dying from pneumonia. Enlisting the help of two soldiers whom she had flagged off the road earlier, Gertie attempts a last ditch effort to save her son.

A few feet up the road was a smooth wide shelf of sandstone, like a little porch hung above the valley. She ran there, laid the child on the stone, begging of the men, "Help me; help me," meanwhile unbuttoning the little boy's blue cotton jumper and under it his shirt, straightening him on the stone as one would straighten the dead. "Bring me a rock," she said over her shoulder, "flat like fer a piller."

The young soldier gaped at her, looked around him, and at last picked up a squarish piece of sandrock. She slipped it high up under the child's shoulders so that the swollen neck arched upward, stretched with the weight of the head, which had fallen backward.

"Help me," she repeated to the young soldier. "You'll have to hold his head, tight."

"Amos, I cain't let the war git you too." Then her eyes were on his neck bowed up above the rock pillow, and they stayed there as she repeated, "Hold him tight now."

[The young soldier] saw nothing until when he looked up there was the long bright knife drawing swiftly away from the swollen neck, leaving behind it a thin line that for an instant seemed no cut at all, hardly a mark, until the blood seeped out, thickening the line, distorting it.

The knife moved again, and in the silence there came a little hissing. A red dripping wound, rose higher, burst; the child struggled, gave a hoarse, inhuman whistling cry. "Save yer breath, honey; that little ole cut ain't nothen fer a big boy like you."

An Appalachian Family (Library of Congress)

The young soldier who had never loosened his grip on the child's head, drew a long shivering breath and looked with admiration at the woman, searching for her eyes but finding them still on the child.

* * * *

Years later while living in Detroit, Gertie is forced into splitting the fine block of wood intended for her most cherished sculpture to make cheap wooden dolls in order to earn enough money to help the family through lean times. Gertie is appalled by the assembly line process required to produce enough dolls and she finds herself despising the one thing which had always brought her joy, dollmaking.

Clovis [Gertie's husband] came home with many little bottles and cans of paint, even gold that, he explained, was for the hair. Gertie shook her head over the ugly, too bright colors; but all through the hot afternoon she painted; slowly, painfully, she followed Clytie's [her daughter] marked lines, the lines forever the same, though the colors could be different. Some had red hair, some black, and two with gold; the clothes were changed about in color, but in the end it was always the same -- ugliness on the pretty, fine grained maple

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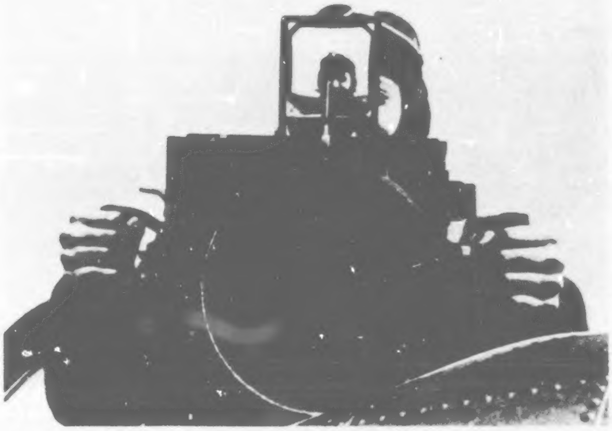
"Real Live Nieces of Uncle Sam"

One of the great parentheses in the history of women's work occurred during World War II. Driven by patriotism and the lingering hunger of the Depression, people flocked to the industrial centers of the country to work in defense plants and for the first time, an effort was made to recruit women to do "men's work." Others were recruited into the armed services or took jobs left vacant by men who had gone to war. Taken together, these circumstances provided a unique opportunity for women to earn more money, learn new skills and prove their competence, and they did.

While this was a significant change for women and the country, there is relatively little in literature that is devoted to telling the story of women's lives during this period.

Fortunately, what has been written includes the major themes from this experience, namely, the physical difficulties and dangers encountered in the work, the mastery of untried and complex skills, the sexism and racism which were ever-present and finally the actual accomplishments of these women. In the words of one veteran, "During the war, we all found out there were a lot of jobs we could do that the men thought we couldn't and nothing has been the same since."

That quotation and the following were taken from a recent novel by Janet Daily, **Silver Wings Santiago Blue.** *It presents a vivid picture of the experiences of the Women Airforce Service Pilots (WASPs) by describing the lives of these pilots in detail, including the male resistance to their role, the frustrations and dangers encountered and the high points of their experience, such as flying alone.*



Female Marine with her camera used in air reconnaissance (Life Mag.)

"From this moment, Hayward," he reemphasized his last phrase.

She lifted her head to stare at him, hardly daring to believe the implication. "Solo?" The smiling glitter in his eyes confirmed her guess. All the poise that usually protected her disintegrated to expose her insecurities.

"You can do it, Hayward." He winked and slapped the edge of the cockpit. "She's all yours."

A wide smile broke across her face as she unconsciously snapped him a salute. "Yes, sir!"

Minutes later, she was skimming through the skies in the sleek, low-wing trainer. The blood in her veins pounded with the roar of the engine as the singing wind rushed by the open cockpit. All alone with the clouds, Cappy was filled to bursting.

It was like a dream. Right rudder down, stick back and eased to the right, the PT-19 soared into a steep climbing turn. At the top of it, when the wings grew heavy with a near-stall, Cappy gently straightened out of the turn and let the nose come down, and again, she and the plane were sliding effortlessly through the air. Chandelles. Lazy eights. Soaring and swooping in graceful turns like a leaf curling in the wind. Up here in the open-cockpit trainer, she was alone, completely alone with the wind and the sun on her face while she touched the sky. The solitude felt good and full, not lonely. An intimacy existed between her and the plane, the sleek trainer responding to her slightest touch. There was an ecstasy in it that could not be explained, only experienced.

Unfortunately, not all males were as encouraging as this flight instructor. The theme of male resistance to women working outside the home is apparent in Harriette Arnow's, **The Dollmaker.** *This novel describes what happens when the war takes a woman away from her home, work and identity and she is then denied the right to take a job in the* *defense industry.*

"That's why they're allus a throwen off on people like us. That's why they hate us; we ain't--"

"Aw, Clovis," Gertie began, "not all--"

"How would you know, woman?" Clovis asked, his eyes blazing. "You never have to git out an work with em, hear em talk about hillbilies."

Gertie's anger shook her like a wind. "You know I'd hunt a factory job in a minute, but you won't hear to it. I bet I could make mighty nigh--"

"Now, Gert," Clovis said, soothing now, for more than once she had hinted at the possibilities of her getting a factory job, though the mere mention of it always angered Clovis. The anger always, like now, gave way to calm reasoning. He reminded her that she was too big for the factory machinery, set up for little slim women like Sophronie, and also that she was so given to wool gathering she might get a hand or her head smashed the first day. He gave his usual arguments, then shifted the subject.

In Paule Marshall's ***Brown Girl, Brownstones****, however, we are presented with a woman who is as competent at factory work as she is at home.*

Through the eyes of her daughter Selina, we get a glimpse of a woman working in a munitions plant.

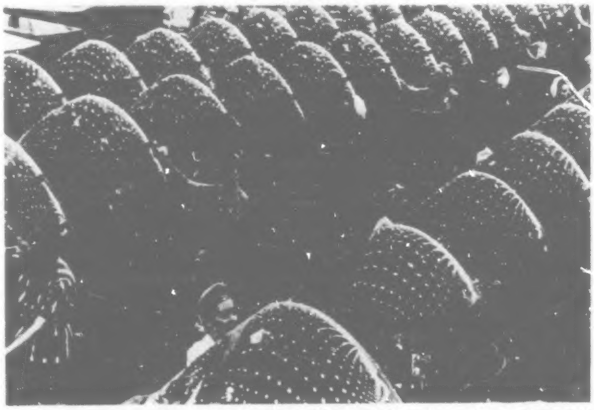
Silla worked at an old-fashioned lathe which resembled an oversize cookstove, and her face held the same transient calm which often touched it when she stood at the stove at home. Like the others, her movements were attuned to the mechanical rhythms of the machine-mass. She fitted the lump of metal over the lathe center and, with a deft motion, secured it into the headstock and moved the tailstock into position. The whine of her lathe lifted thinly above the roar as the metal whirled into shape. Then she released the tailstock and held the shell up for a swift scrutinizing glance before placing it with the other finished shells. Quickly she moved into the first phase of the cycle again.

Watching her, Selina felt the familiar grudging affection seep under her amazement. Only the mother's own formidable force could match that of the machines; only the mother could remain indifferent to the brutal noise. The door opened and the next shift entered. One woman went and stood beside Silla and, as Silla scooped up the finished shell, took her place without interrupting the cycle.

Wartime work also has a place in Maya Angelou's autobiography, ***I Know Why the Caged Bird Sings****. This book is typical of the literature depicting women of that period in that it weaves the account of women and war work into the larger story of women whose lives encompassed those years. Here Angelou describes her determination to get a job on the streetcar, a job now open to women but still closed to "colored people."*

Once I had settled on getting a job, all that remained was to decide which kind of job I was most fitted for. My intellectual pride had kept me from selecting typing, shorthand or filing as subjects in school, so office work was ruled out. War plants and shipyards demanded birth certificates, and mine would reveal me to be fifteen, and ineligible for work. So the well-paying defense jobs were also out. Women had replaced men on the streetcars as conductors and motormen, and the thought of sailing up and down the hills of San Francisco in a dark-blue uniform, with a money changer at my belt, caught my fancy.

Mother was as easy as I had anticipated.



Preparing transparent nose cones for A-20 bombers (Lib. of Cong.)

To her question of what I planned to do, I replied that I would get a job on the streetcars. She rejected the proposal with: "They don't accept colored people on the streetcars."

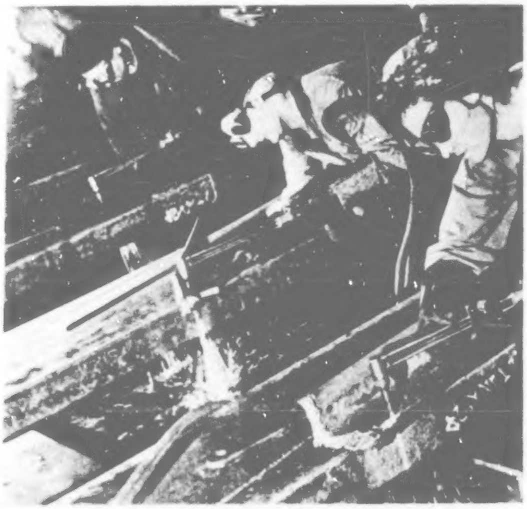
From disappointment, I gradually ascended the emotional ladder to haughty indignation, and finally to that state of stubbornness where the mind is locked like the jaws of an enraged bulldog.

I would go to work on the streetcars and wear a blue serge suit. Mother gave me her support with one of her usual terse asides, "That's what you want to do? Then nothing beats a trial but a failure. Give it everything you've got. I've told you many times, 'Can't do is like Don't Care.' Neither of them have a home."

Translated, that meant there was nothing a person can't do, and there should be nothing a human being didn't care about. It was the most positive encouragement I could have hoped for.

Augusta Clawson is a good example of someone who followed the advice of "give it everything you've got." Her diary offers an invaluable first-hand description of the work and life of the time.

I, who hate heights, climbed stair after stair after stair till I thought I must be close to the sun. I stopped on the top deck, I, who hate confined spaces, went through narrow corridors, stumbling my way over rubber-coated leads--dozens of them, scores of them, even hundreds of them. I went into a room about four feet by ten where two shipfitters, a shipfitter's helper, a chipper, and I all worked. I welded in the poop deck lying on the floor while another welder spattered sparks from the ceiling and chippers like giant woodpeckers shattered our eardrums. I, who've taken welding, and have sat at a bench welding flat and vertical plates, was told to weld braces along a baseboard below a door opening. On these a heavy steel door was braced while it was hung to a fine degree of accuracy. I welded more braces along the side, and along the top. I did overhead welding, horizontal, flat, vertical. I welded around curved hinges which were placed so close to the side wall that I had to bend my rod in a curve to get it in. I made some good welds and some frightful ones. But now a door in the poop deck of an oil tanker is hanging, four feet by six of solid steel, by **my** welds. Pretty exciting!


Welders for the war effort (M. Bourke-White, Det. Hist. Mus.)

That same excitement is reflected in the marching songs of the WASPs. Though hardly classified as literature, they are a joyful testimony to the pilots' pride of accomplishment.

We are Yankee Doodle pilots
Yankee Doodle do or die.
Real live nieces of our Uncle Sam
Born with a yearning to fly.
Keep in step to all our classes
March to flight line with our pals
Yankee Doodle came to Texas
Just to fly the PTs.
We are those Yankee Doodle gals.

Zoot suits and parachutes
And wings of silver, too.
He'll ferry planes like
His mamma used to do!

Though World War II continues to be a fertile field for novelists and filmmakers, the women's story has almost been forgotten; all the more reason to search out and share what we know about the importance of the role of women during this time of national need.

— *Jacquie Terpstra*

My Life with R. H. Macy

by Shirley Jackson (c. 1949)

And the first thing they did was segregate me. They segregated me from the only person in the place I had even a speaking acquaintance with; that was a girl I had met going down the hall who said to me: "Are you as scared as I am?" And when I said, "Yes," she said, "I'm in lingerie, what are you in?" and I thought for a while and then said, "Spun glass," which was as good an answer as I could think of, and she said, "Oh. Well, I'll meet you here in a sec." And she went away and was segregated and I never saw her again.

Then they kept calling my name and I kept trotting over to wherever they called it and they would say ("They" all this time being startlingly beautiful young women in tailored suits and with short-clipped hair), "Go with Miss Cooper, here. She'll tell you what to do." All the women I met my first day were named Miss Cooper. And Miss Cooper would say to me: "What are you in?" and I had learned by that time to say, "Books," and she would say, "Oh, well, then, you belong with Miss Cooper here," and then she would call "Miss Cooper?" and another young woman would come and the first one would say, "13-3138 here belongs with you," and Miss Cooper would say, "What is she in?" and Miss Cooper would answer, "Books," and I would go away and be segregated again.

They gave us each a big book with R. H. Macy written on it, and inside this book were pads of little sheets saying (from left to right): "Comp. keep for ref. cust. d.a. no. or c.t. no. salesbook no. salescheck no. clerk no. dept. date M." After M there was a long line for Mr. or Mrs. and the name, and then it began again with "No. item. class. at price. total." And down at the bottom was written **Original** and then again, "Comp. keep for ref., and "Paste yellow gift stamp here." I read all this very carefully. Pretty soon a Miss Cooper came, who talked for a little while on the advantages we had in working at Macy's, and she talked about the salesbooks, which it seems came apart into a sort of road map and carbons and things. I listened for a while, and when Miss Cooper wanted us to write on the little pieces of paper, I copied from the girl next to me. That was training.

My second day was better. I was officially on the floor. I stood in a corner of a counter waiting for customers. It was after lunch that a customer came. She came over and took one of my stage-struck seals, and said "How much is this?" I opened my mouth and the customer said "I have a D. A. and I will have this sent to my aunt in Ohio. Part of that D. A. I will pay for with a book dividend of 32 cents, and the rest of course will be on my account." That's as near as I can remember what she said. I smiled confidently, and said "Certainly; will you wait just one moment?" I found a little piece of paper in a drawer under the counter: it had "Duplicate Triplicate" printed across the front in big letters. I took down the customer's name and address, her aunt's name and address, and wrote carefully across the front of the duplicate triplicate "1 Stg. Strk. Sl." Then I smiled at the customer again and said carelessly: "That will be seventy-five cents." She said "But I have a D. A." I told her that all D. A.'s were suspended for the Christmas rush, and she gave me seventy-five cents, which I kept. Then I rang up a "No Sale" on the cash register and I tore up the duplicate triplicate because I didn't know what else to do with it.

So far I haven't been back to Macy's for my third day, because that night when I started to leave the store, I fell down the stairs and tore my stockings and the doorman said that if I went to my department head Macy's would give me a new pair of stockings and I went back and I found Miss Cooper and she said, "Go to the adjuster on the seventh floor and give him this," and she handed me a little slip of pink paper and on the bottom of it was printed "Comp. keep for ref. cust. d.a. no. or c.t. no. salesbook no. salescheck no. clerk no. dept. date M." And after M, instead of a name, she had written 13-3138. I took the little pink slip and threw it away and went up to the fourth floor and bought myself a pair of stockings for $.69 and then I came down and went out the customer's entrance. ■

Women as Farmers

Women of many different historical periods have served as farmers, although their individual experiences have been quite varied. In the two excerpts below, women describe their farming experiences. One of the women, Elinore Rupert Stewart, farmed a homestead in Wyoming in the early 1900s, and wrote letters to a friend telling of her experiences. The other woman, Judith Pierce, is a fictional character in modern-day Canada, who fled the city, purchased a farm, and became a pig farmer.

— Marta Larson

Letters of a Woman Homesteader

by Elinore Rupert Stewart

[September 11, 1909] This has been for me the busiest, happiest summer I can remember. I have worked very hard, but it has been work that I really enjoy. Help of any kind is very hard to get here, and Mr. Stewart had no man to run the mower.

I don't know that I ever told you, but my parents died within a year of each other and left six of us to shift for ourselves. Well, we had no money to hire men to do our work, so had to learn to do it ourselves. Consequently I learned to do many things which girls more fortunately situated don't even know have to be done. Among the things I learned to do was the way to run a mowing-machine. It cost me many bitter tears because I got sunburned, and my hands were hard, rough, and stained with machine oil, and I used to wonder how any Prince Charming could overlook all that in any girl he came to. For all I had ever read of the Prince had to do with his "reverently kissing her lily-white hand," or doing some other fool trick with a hand as white as a snowflake.

Well, when my Prince showed up I wrapped my hands in my old checked apron and took him up before he could catch his breath. Then there was no more mowing, and I almost forgot that I knew how until Mr. Stewart got into such a panic. If he put a man to mow, it kept them all idle at the stacker, and he just couldn't get enough men. I was afraid to tell him I could mow for fear he would forbid me to do so. But one morning, when he was chasing a last hope for help, I went down to the barn, took out the horses, and went to mowing. I had enough cut before he got back to show him I knew how, and as he came back manless he was delighted as well as surprised. I was glad because I really like to mow. I have been said to have almost as much sense as a man, and that is an honor I never aspired to, even in my wildest dreams.

I have done most of my cooking at night, have milked seven cows every day, and have done all the hay-cutting, so you see I have been working. But I have found time to put up thirty pints of jelly and the same amount of jam for myself. I used wild fruits, gooseberries, currants, raspberries, and cherries. I have almost two gallons of cherry butter, and I think it is delicious. I wish I could get some of it to you, I am sure you would like it.

[October 14, 1911] I think you must be expecting an answer to your letter by now, so I will try to answer as many of your questions as I remember. Your letter has been mislaid. We have been very much rushed all this week. We had the thresher crew two days. I was busy cooking for them two days before they came, and have been busy ever since cleaning up after them. Clyde has taken the thresher on up the valley to thresh for the neighbors, and all the men have gone along, so the children and I are alone.

No, I shall not lose my land, although it will be over two years before I can get a deed to it. The five years in which I am required to "prove up" will have passed by then. I couldn't have held my homestead if Clyde had also been proving up, but he had accomplished that years ago and has his deed, so I am allowed my homestead.

I should not have married if Clyde had not promised that I should meet all my land difficulties unaided. I wanted the fun and the experience. For that reason I want to earn every cent that goes into my own land and improvements myself. Sometimes I almost have a brainstorm wondering how I am going to do it, but I know I shall succeed; other women have succeeded. I know of several who are now where they can laugh at past trials.

[January 23, 1913] When I read of the hard times among the Denver poor, I feel like urging them every one to get out and file on land. I am very enthusiastic about women homesteading. It really requires less strength and labor to raise plenty to satisfy a large family than it does to go out to wash, with the added satisfaction of knowing that their job will not be lost to them if they care to keep it. Even if improving the place does go slowly, it is that much done to stay done. Whatever is raised is the homesteader's own, and there is no house-rent to pay.

This year Jerrine cut and dropped enough potatoes to raise a ton of fine potatoes. She wanted to try, so we let her, and you will remember that she is but six years old. We had a man break the ground and cover the potatoes for her and the man irrigated them once. That was all that was done until digging time, when they were ploughed out and Jerrine picked them up. Any woman strong enough to go out by the day could have done every bit of the work and put in two or three times that much. And it would have been so much more pleasant than to work so hard in the city and then be on starvation rations in the winter.

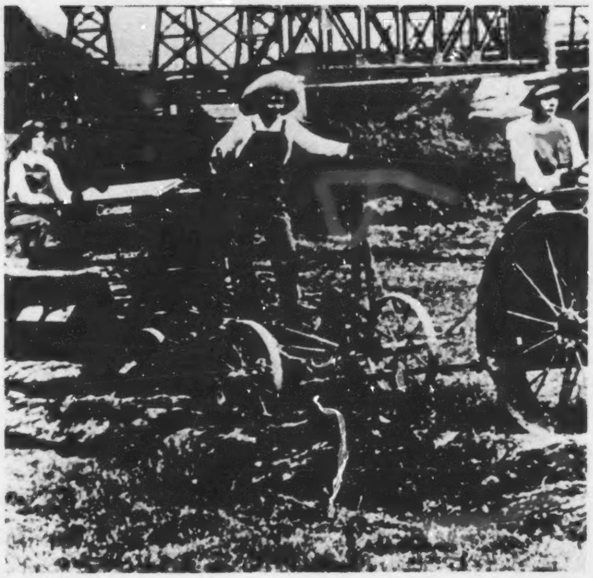
To me, homesteading is the solution of all poverty's problems, but I realize that temperment has much to do with success in any undertaking, and persons afraid of coyotes and work and loneliness had better let ranching alone. At the same time, any woman who can stand her own company, can see the beauty of the sunset, loves growing things, and is willing to put in as much time at careful labor as she does over the washtub, will certainly succeed; will have independence, plenty to eat all the time, and a home of her own in the end.

I would not, for anything, allow Mr. Stewart to do anything toward improving my place, for I want the fun and the experience myself. And I want to be able to speak from experience when I tell others what they can do. Theories are very beautiful, but facts are what must be had, and what I intend to give some time.

Judith

by Aritha van Herk (1978)

At her bare, too-small desk -- knees banging the top -- she opened the account book. Every quarter, every penny -- $5.99 for each infrared heat lamp, $3.29 for a tooth clipper, $558 for lawyer's fees. Straw bales -- $425. Ten sows at $200 each -- $2,000. God. And it would be so long, having to feed them and herself all winter, before any of them could be sold. She didn't want to touch the rest of the inheritance -- that was to pay off the land. Unless she could sell some weaners. But no, her father used to say, "You lose money selling weaners, you have to sell market hogs, feeders."



She looked at the calendar above the desk. Eight months at least before she could know if it would even work. And what if they got sick? It recurred and recurred, the same idea. Failure.

She flipped the stiff black cover of the account book shut, refused to look at it anymore.

It was unreal to her until the sows arrived. They pinned her down, leaving no way out. When the truck backed up to the barn door and the trucker prodded them down the narrow chute, she wanted to run -- God, they were huge, they were stubborn, how would she ever handle them! How could she do it? They were used to slats and cement and a feed and water system, not wooden pens and a person cleaning them out every day. And they were all young, had never farrowed before. What if they turned on her, refused to let her near and crazily crushed their piglets, her precious investment?

The trucker helped her separate them into individual pens.

"Goin' into business?" He was interested, amused at the doubt that showed on her face.

She only looked at him. "Come into the house and I'll pay you."

Sitting sideways at the kitchen table, he filled out the bill. "There you are. Hope it's okey."

She glanced at it quickly, not seeing the calculation. Wrote a check for the total in her tight hand and signed it carefully, Judith Pierce, with no flourishes.

"Pierce," the trucker said. "Pierce. That sounds familiar."

"Yes." Unnecessarily, "That's my name."

"And you're startin' up farming."

She nodded, hands before her restless on the table.

He stared her up and down, eyes unrelenting. "You're not very old. Musta had a pretty good job if you can buy a farm. Now if I had a nice city job, I wouldn't give it up for nothin'."

"I was just a secretary," she said, but he was at the door, settling the dirty cowboy hat on his head with a twitch.

They were out in the barn, the pigs. Hers now, the check already deducted from her bank balance. She had paid the breeder when she picked them out. And now she would have to stay. The last five days that she had spent here alone and wandering about the fields were nothing but play.

She stood and put her hand on the coolness of the doorknob. Come on, she thought, come on. Where's your guts? Isn't this what you waited for? Isn't this what you planned? Isn't this what you worked for?

And now you're afraid, she reprimanded herself at the bottom of the hill, of a little bunch of pigs that belong to you and that you can do what you want with. Or at least try to, she corrected herself, the stored-up confidence of a year ebbing away.

"I didn't think it would be like this," she said aloud. "I thought it would be easy."

She collected the pails from the chorehouse and started to fill them with feed from the bin, the short scoop cold under her fingers. And suddenly felt hungry, as if the sharp air had somehow reinforced her body's demands. Oh well, there was plenty of time for breakfast. The pigs should be fed first now that they were awake.

Moving down the row of pens, she methodically shook a careful measure of chop into each trough: a quarter of a pail, four small shovelfuls each. Poured half a pail of water over it, the sow's head moving instantly to the trough to slurp and smack at the islands of feed. She bent over the fence of the last pen to empty the pail, then let it slide out of her hand and clatter against the cement floor.

The young sow lay rigid and shivering in her nest of straw, back pressed against the board fence. God, Judith thought, gripping the fence with both hands, what will I do, what will I do? I better call the vet right away. She bit her lip, fighting back tears, damn, damn, damn. If only she'd come out last night before she went to bed. What a fool not to check them. The sow drew a long, shuddering breath and released it with a spasmodic movement of pain, drawing her legs up against her belly. What should she tell the vet -- convulsions? fever? Frozen, she clung to the fence, could not bring herself to climb it, all the hog diseases in her father's book repeating themselves in a chorus of panic, her ten beautiful sows lost.

So overwhelming was her anxiety that she didn't even notice the rustling in the straw behind the sow, a minuscule announcement for the smooth, tiny creature with bent ears and half-open eyes who staggered around his mother's legs uttering thin, desperate squeaks.

She went to Norberg every day now. That had become a ritual for her too, the drive to and from town over the snow-plowed roads, until finally she knew every crack and bump, knew when to expect the lurch of the wheel under her hands. Faces in the town were becoming distinguishable. Some of them even nodded at her when she entered the stuffy post office lobby to stand waiting for the mail to be sorted and the wicket to rattle open. Now she didn't have to tell the postmaster her name, but he still said nothing to her, silently thrusting the few envelopes across the counter or simply shaking his head.

She knew they talked her over between themselves, weighing her folly. Not that she cared much. But still, when she shoved open the door to the dark and musty interior of the creaky-floored grocery store, she could not help knowing that everyone stopped talking and followed her progress among the shelves with curious eyes.

She had become a story to them, a madwoman. Someone would even invariably say hello, but still they watched her covertly...And when the door slammed behind her with her small bag of butter and tea, only the essentials, she could not help but hear them, or at least imagine that she did.

"Boy, who does she think she is, anyway?"

"Crazy as a hoot owl."

"I'll say. Livin' with a bunch of pigs."

"Ah, she'll never make it. These city people. She'll quit, just wait and see."

She gritted her teeth and slammed the door of the half-ton. Now if she was someone's wife it would be different. Then they would have been full of praise -- a marvelous woman helping her husband to do everything, working just as hard as he did.

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corpus, whereupon she moved to Los Angeles and remained there for the rest of her life. Biddy Mason engaged in the occupation of nurse and midwife to the best families of the city. So devoted was she to deeds of mercy [and works of charity] that she became widely known as "Grandmother Mason". In times of great distress for some unfortunates of the city, she would open an account at a store so that the poor could obtain supplies at her expense. Delilah Beasley commented: "She is the most remarkable person of African descent, who came to the Pacific Coast before the Civil War, and was associated with many of the significant civic movements."

— Iva A. Smith

continued from p. 27

wood. The work of creating ugliness was worse than the sneezy, stinking job of getting off the old paint; the new paint smelled more strongly than the old, and, try as she would, she could not keep it off her hands; the feel of the sticky stuff, especially the bright, bloody red, nauseated her. She could not work outside because the dust and the mosquitoes and the flies would ruin the finish; the heat and the smell made her dizzy, and the kitchen door by which she worked was usually blocked by children. Gertie sighed for quietness and coolness, but worked on, straight-mouthed, grim-eyed; her hatred for the ugly dolls fading at times as she enumerated in her head all their needs against the opening of school and winter quickly following.

— David Dugger

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THE LEADING 10 OCCUPATIONS OF WOMEN WORKERS 1870–1970

In order of size, and as reported in each census regardless of changes in definition

	1870	1890	1910	1930	1950	1970
1	Domestic Servants	Servants	Other Servants	Other Servants, Other Domestic and Personal Service	Stenographers, Typists and Secretaries	Secretaries
2	Agricultural Laborers	Agricultural Laborers	Farm Laborers	Teachers (school)	Other Clerical Workers	Sales Clerks (retail trade)
3	Tailoresses and Seamstresses	Dressmakers	Laundresses (not in laundry)	Stenographers and Typists	Saleswomen	Bookkeepers
4	Milliners, Dress and Mantua Makers	Teachers	Teachers (school)	Other Clerks (except clerks in in stores)	Private Household Workers	Teachers (elementary school)
5	Teachers (not specified)	Farmers, Planters and Overseers	Dressmakers and Seamstresses (not in factory)	Saleswomen	Teachers (elementary school)	Typists
6	Cotton-mill Operatives	Laundresses	Farm Laborers (working out)	Farm Laborers (unpaid family workers)	Waitresses	Waitresses
7	Laundresses	Seamstresses	Cooks	Bookkeepers and Cashiers	Bookkeepers	Sewers and Stitchers
8	Woolen-mill Operatives	Cotton-mill Operatives	Stenographers and Typewriters	Laundresses (not in laundry)	Sewers and Stitchers, Manufacturing	Nurses, Registered
9	Farmers and Planters	Housekeepers and Stewards	Farmers	Trained Nurses	Nurses, Registered	Cashiers
10	Nurses	Clerks and Copyists	Saleswomen (stores)	Other Cooks	Telephone operators	Private Household Cleaners and Servants

Sources: Decennial Census, 1870–1940; Janet M. Hooks, **Women's Occupations Through Seven Decades** (Women's Bureau Bulletin #218, U.S. Department of Labor)

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Who's Hurt and Who's Liable: A Curriculum Guide for School Personnel on Sexual Harassment

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The Center for Sex Equity in Schools is a federally funded Sex Desegregation Assistance Center. We are able to work collaboratively with school districts in **Michigan, Ohio, Indiana, Illinois, Wisconsin, and Minnesota** to help plan and implement programs that foster sex equity in any part of the curriculum, teacher/student interactions, student counseling, school policy, school employment or any other aspect of the educational process.

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